

## PERSONAL

As we stagger on towards the election we must face the fact that some new people will, among others, become our elected leaders, people who hitherto have led blameless lives as solicitors, lecturers at polytechnics, union officials or even doctors. It is not without interest at this time, to try to construct a hierarchy of professions. For, though MPs themselves, being temporary kings, do not find a place in the hierarchy, what they did before they were elected may crucially affect their political image while they are in the House.

Let us imagine a post-1981 Act assessment team in a school, aiming to determine the educational needs of a child, and the steps that must be taken to meet them. Such a team, ideally, will consist of a teacher, an educational adviser, a parent, a doctor, probably a social worker, and perhaps a specialist such as a speech therapist. Which person will carry most weight? (There is very unlikely, incidentally, to be a dentist on the team and that is understandable. But why is it that dentists, like undertakers, tend to raise a smile? Meeting a dentist socially you may seek to avoid him. Meeting a doctor, you will, as likely as not, seek to talk to him, once you know his profession. To be a dentist is as much of a turn-off as to be a clergyman, though for different reasons.)

Fairly certainly, the parents, even if

they themselves caused the assessment to occur, will be at the bottom of the pile. They will be treated courteously by the other team members, but not as authorities. It seems to me almost equally certain that the medical profession will be at the top. They will be accorded peculiar deference.

Can we discover why this is so? One criterion for being high in the pecking order is that you have a specialist skill. But this by itself is not enough. A professional player of the baroque oboe has a skill not widely shared, but he does not rank particularly high in the system of admiration accorded to professionals. Everything depends, perhaps, on how much the specialist skill is needed by the general public.

Appreciative as we may be of authentic music, we can nevertheless survive without the baroque oboist. But need alone is not enough. We may urgently need the skills of a plumber, or, for that matter, of a dentist, but plumbers and dentists do not rank very high in the scale of admiration or deference.

It is perhaps a question of the state we are in when we need the professional help. We may ring up the plumber in temporary despair, but we are not totally dependent on him (and if one plumber fails us we may try another). But those who have consulted a doctor in an emergency know that they are helpless: they need the



Mary Warnock

doctor to save them, or their child, from death. Your Life in their Hands is a powerful image. The patient is always in a weak position when he consults his doctor. No wonder he defers to him, both at his time of need, and thereafter.

And of course, doctors take advantage of the gap that exists between them and their patients (a power-gap) at the crucial time of need; and they confirm it, reinforce it, enlarge it, by adopting a language intended to prevent their patients understanding what they say. Here I think we may notice one of the numerous benefits of a classical education. If you know Greek you know that *kakexia* means no more than being in bad shape. You can translate medical jargon, and thus diminish it; you are not a prey to mumbo-jumbo.

Other professions who have tried to invent a jargon to distance themselves from their clients, social workers for instance, or educational psychologists, have been less successful than doctors. The reason is that they haven't the same craven fear of illness or death on which to build their mysteries. The result is that we are all of us quite ready to mock the pretensions of these professionals, and the more grandly they talk, the less we think of them.

And so, on our imagined assessment team, while the doctors come top and the parents bottom, it may be that the teachers come a good second. For although no one thinks of a teacher as possessing an arcane skill known only to him (indeed the teacher's disadvantage in the admiration-stakes is that, especially if he is a primary teacher, he may seem to have no skill at all that everyone else hasn't got as well) we are, rightly, prepared to believe that an experienced teacher has acquired wisdom over the years, through his acquaintance with numbers of different children.

An old teacher might even in some circumstances out-trump a young doctor, if teacher and parent were working together, and if they therefore came jointly to see the doctor as an alien force, without interest in or understanding of education, the central issue in our imagined assessment.

Of course society loves medical dramas; and advertisers, propping up the pharmaceutical industry, love to exploit our natural deference to doctors. The very word "doctor", though dozens of people who know nothing of medicine may quite legitimately refer to themselves, carries an aura of power and romance, and is immediately assumed to apply only to a doctor of medicine. There have been many effective advertisements starting with such words as "Tell me, doctor". Only the word "doctor" itself is more ruthlessly exploited to crush the ignorant, or induce them to part with their money.

I have nothing against the medical profession. Indeed I admire them greatly. They have a genuine code of good practice, which works, and they are honourable, sometimes intelligent, and almost always trustworthy. But I believe we ought, all the same, to try to strip them of some of their powers. It would be a good start if teachers could be more confident of their own exceptional, and deeply needed skills. If they could make people believe that it is as important to therapy then they, as purveyors of education, might take their place at the top of the new assessment team. And so, gradually, doctors may learn to take their place among the other professions, admired but not necessarily worshipped.

## ARISTIDES

## Pied piper seizes a platform

Composer Peter Maxwell Davies has won international acclaim — and the CBE — for his children's operas and other dazzling modern music, and he is likely to produce political as well as creative fireworks on behalf of children in his new role.

He has just become president of the Schools Music Association, in succession to the late Sir Adrian Boult, and there is to be no question of him playing a purely nominal part at the annual jamboree when school music teachers and advisers get together to confer or stage a concert.

Maxwell Davies grew and blossomed as a composer in his adopted Orkney home by working with the local schoolchildren who first performed the operas he created for them, such as *Two Fiddlers* and *Chindrella*.

Now ambitious plans are tumbling out of him to create more dramatic operatic productions on a grander scale, if the new job gives him the opportunity to work with larger numbers of children. And he is every bit as determined to use his new platform to speak out against the public spending cuts which are threatening school music.

"I will use that platform," he said this week, "to try to end the trend which is cutting off the life-blood source of music. People like me wouldn't have been able to come up if it hadn't been for state education and



Peter Maxwell Davies: "try to end the trend which is cutting off life-blood of music"

the instrumental tuition which is being cut back now. It is simply not being replaced by private funding."

I met him rehearsing with his adult music-theatre group, The Fires of London, whose virtuoso performances have also stunned critics around the world. For a few minutes in the grey church hall, strings and percussion sighed and soared like the wind through the Orkneys, and Peter Maxwell Davies was as light and wiry as a Celtic sprig.

But the burning light in his eyes owes just as much to his Lancashire working-class background. "Having benefited from a state education, I very much resent others not being able to do the same. All the people in this group have come up through state education with peripatetic music teachers."

## Talent trawl

Now that ill-health has forced Dudley Fluke's retirement as education officer of the Association of Metropolitan Authorities last year's short-list speculation has reopened.

The ruling city bosses would like another successful CEO, and though Michael Harrison of Sheffield has stood in with marked success, he is thought too near retirement. Other likely names have been seen and rejected before.

CEOs can be shocked, though, to discover how small the staff is. Good candidates used to writing their own reports could include former deputy to the job Bob Morris, now an ILEA divisional officer, or Peter Coles, deputy at the ACC.



I'm afraid Michael, it doesn't matter who said what, when it comes to education it's just you and me

## Needle point

It seems the Equal Opportunities Commission is getting its message across.

According to the latest issue of *Education and Health*, nearly one boy in three solemnly swears he has been immunized against rubella.

As I need hardly remind you, the vaccine is given solely to girls — usually between the ages of 10 and 14 — to protect them at some future date against contracting the disease during early pregnancy when it can cause devastating handicap in the child.

Ignorance aside, a more likely explanation is that the boys are playing safe. Denying your masculinity is a small price to pay for escaping the dreaded hypodermic.

## No mean ego

No need for Mrs Thatcher to whither her brains this weekend trying to decide who should be the next Education Secretary. There is one man who thinks he is perfectly equipped for the job. Indeed, he appears to think he has been the Secretary of State for Education for the past four years.

"I was the chief architect of the Education Act and the author of the Assisted Places Scheme," he wrote. "I want to build on the work towards even greater choice and higher standards."

No, not Mark Carls, nor Mr Rhodes Boyson. The writer is Stuart Sexton who, until "suddenly" he became a candidate for Warrington North, was "special political adviser to" Keith Joseph, Secretary of State for Education and Science.

Mr Sexton revealed these fascinating details in his response to the NUT's education manifesto. He also described the manifesto as "blatant electioneering on behalf of the Labour Party": the NUT lawyers are getting in touch with him about that.

But there may be just one other snag. He may wake up this morning to find that he has been beaten in the Warrington seat by the Labour candidate, Doug Hoyle.

## No 105 CROSSWORD by Ruth

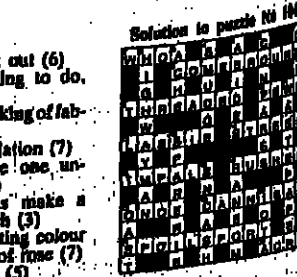


## Across

- Northern block-house (5)
- An outside line to ring (7)
- Man in possession of cannabis (3)
- Features in many a police investigation (9)
- Certainly it's not far eastern in origin (7)
- Tragically without a match, has to return a smoke (5)
- Choice is left out (6)
- Having nothing to do, I'd flip (6)
- Study I'm making of fab (5)
- Honour a relation (7)
- Out to make one, un-say? (3, 3, 4)
- Occasionally makes a row in church (3)
- Screen depicting colour in a variety of rose (7)
- School game (5)

## Down

- Crimes period (7)
- He shoves word down by others (9)
- Lady-love who's a bit up-bringing (9)
- Not a musical instrument (7)
- Recognized by the coat of arms (7)
- Scottish runner of pace (5)
- A paid informer in the police sector (7)
- Almost endless (9)
- Kind of company (7)
- It could be used to get away (7)
- First impression in convincing (6)
- He gives alternative (5)
- A very strong word and direct (5)
- Self found in the land (7)



## Thatcher gives multi-ethnic pledge

David Lister

The Prime Minister, Mrs Margaret Thatcher, has signed a statement pledging that the school curriculum will be developed along multi-cultural lines.

The statement was drawn up by the party Joint Committee Against Racism and signed by Mrs Thatcher, Mr Foot and Mr Steel during the days of the general election campaign.

It says: "We are committed to the path of Mr Sexton's manifesto, to take full account of the multi-cultural nature of modern British society."

We are committed to implementing measures to ensure that racial discrimination and racial disadvantage are removed from our society."

The ICAR has met Sir Keith Joseph, education secretary, who has undertaken to consider proposals including attracting members of ethnic minorities into teaching and raising the HM Inspectorate the possibility of exploring whether additional criteria may be necessary to judge whether schools are responding effectively to the needs of the multi-cultural society.

Plans to transfer teachers from secondary to primary schools are likely to be dropped.

**Platform**  
Recently-defeated MP Christopher Price reflects on the prospects for state education now.

**Micro problems**  
Computers in primary schools are beginning to cause problems for education authorities and teachers.

**Whither ILEA?**  
Mrs Thatcher's plan for local government will have the most profound effect on the Inner London Education Authority.

**Breaking the mould**  
Can profiles and graded tests revolutionize exams?

**Once a teacher**  
The novelist Lynne Reid Banks describes the dramatic way she made pupils want to learn.



Facing cuts? Parents of gifted children in south-west London have been told of a huge increase in charges for their Saturday Club. The rent for facilities at Whitelands Teacher Training College, Wandsworth, is to rise from £5 a week to £61 by next summer. Numbers enrolled have expanded greatly of late.

## Muslim takeover: staff threat to quit

by Bert Lodge

49 members of staff at Belle Vue school, the only maintained school for senior girls in Bradford, have threatened to resign if becomes Muslim. At present about 10 per cent of the 670 girls there are Muslim.

Last January the Muslim Parents' Association applied to Bradford Education Authority for Belle Vue and other schools to be re-designated Islamic voluntary aided. In three of the four remaining schools, two of which are Muslim, the majority of the staff are Asian.

The authority is receiving views on proposals before making a decision. It adds: "If the school were to change its status we feel that such a move would... necessitate the redeployment of all of the staff as we could not comply with the MPA proposals for Muslim education."

Mrs Patricia McElroy, head, confirmed this week that feeling among staff — two of whom were Muslim — was unanimous.

Mr Riaz Shahid, secretary of the Muslim Parents' Association and a parent-governor of Belle Vue, has said that if the school were re-designated the head would have to be a Muslim but that "all efficient and necessary teachers would be retained."

He added: "The curriculum would be the same but with the introduction of Islamic theology and Arabic."

Mr Peter Gilmour, Conservative chairman of the education committee, last month told a meeting of several hundred Muslims that the authority was having second thoughts about its policy of co-educational schools. He conceded that it did not cater for the needs of the whole community.

Single sex schools for older girls has been one of the most persistent demands from the Asian community but has been repeatedly rejected by the authority since going comprehensive several years ago. Nearly 15,000 Asian children attend Bradford schools.

A fee-paying Muslim school for 100 senior girls will open in Bradford in September. A building formerly housing government offices has been bought and is being refurbished at a cost of £126,000.

## Sir Keith to lead slim-line team of ministers

by Biddy Passmore

Sir Keith Joseph and his streamlined team of just two junior ministers set to work this week on their programme for the next five years.

Despite widespread rumours that Sir Keith would disappear in the post-election reshuffle, Mrs Thatcher kept him — an old and trusted friend — in his post and reuffled the junior ministers instead. Dr Rhodes Boyson moved to a more senior post as Minister for Social Security. Mr Waldegrave to a junior post at the Department of the Environment and Mr William Shelton was sacked.

Only two ministers replaced them: Mr Bob Dunn, MP for Darford, taking on the schools portfolio, and Mr Peter Brooke, MP for the City of London and Westminster South, taking on higher education (see page 3). It was thought this week that Sir Keith might himself do all the work on 16 to 19 provision, which was formerly Mr Shelton's brief.

The Department of Education also lost its only Minister of State, Mr Paul Channon, who was Minister for the Arts. His successor, Lord Gowrie, is to be attached to the Privy Council Office instead, mainly because he also has some responsibilities for the Civil Service.

One of the first tasks for the new team will be to discuss with Treasury ministers the targets for local education authorities' spending next year.

Although central and local government officials are soon to resume work on the effect of hypothetical cuts of the 2 and 5 per cent, it is believed that Mr Tom King, the former Environment Secretary, had asked the Treasury before the election for a substantial increase in next year's council spending. Sir Keith Joseph, the Education Secretary, had supported his plea.

It is not certain if Mr Patrick Jenkin, the new Environment Secretary, will continue negotiations for such a large

I see Rhodes Boyson is going on to supplementary benefit...



increase nor, if he does, whether his request would be rejected out of hand by Mr Nigel Lawson, the vigorously right-wing new Chancellor. An announcement on the outcome of the discussions is expected this summer.

A Bill giving the Department of Education powers to pay specific grants to education authorities — the only legislation currently planned by the Department — will probably be introduced in the autumn.

More drastic changes in local government finance will follow later and are meant to be ready to use in the financial year 1985-86 (although retrospective action cannot be ruled out). These would give the Government extensive powers to penalize high-spending authorities, such as the ILEA and Sheffield, as well as a reserve power enabling the Government to limit rate rises in every authority.

On the policy front, the spotlight is likely to fall first on Mr Brooke at higher education. Discussions within the National Advisory Board for local authority higher education (of which he will become chairman) on the allocation of a 10 per cent cut next year were interrupted by the election. They will now be resumed, and the body will have to decide whether to cut student numbers.

The Department will also be considering the future structure of higher education, including the need for a new body to cover both universities and polytechnics and the possible development of two-year, sub-degree courses.

In schools, a decision is still outstanding on whether to let the 16-plus go ahead. A document setting out the Government's conclusions on the curriculum will be issued later this year and there will be a concerted push to get pupils records (profiles) and graded tests introduced generally.

## ILEA uses sweet reason

by Nick Wood

The Inner London Education Authority has fallen back on health grounds as an argument for stopping children eating sweets in class.

A circular from the authority's dental adviser says: "There is a practical way in which schools can help. They can discourage or even forbid children to eat sweets or sugary foods during lessons."

Mr Laurie Norcross, headmaster of Highbury Grove School in North London, said he found the circular puzzling.

"It seems to me extraordinary that it should be assumed there is other than a total embargo on sweets in lessons. What will they be telling us next? That children shouldn't eat hot dogs, or smoke pot?"

## Arts/Books

Politics: Alex Porter looks at the textbooks currently on offer (picture left) and at the gaps in the field; reviews on political theory, history, economics and international relations. Martha Fagg assesses the work of AJP Taylor; D A N Jones writes about Frank Kermode; Robin Biss: 'welcomes a new kind of definitive study of second language teaching.'

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## Resources/Media

Videorecorders are going to cost more: Barry Fox reports. Broadcasting on heart disease, photography, and what to do in leisure time.

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## EXTRA

Environmental education: A case for mild optimism. Field studies thrive, the arguments for urban studies centres, and environmental education is finding its way into the curriculum.

22-31





## On with the motley . . .

Sir Keith Joseph's continuation in office as Secretary of State for Education promises continuity, if nothing else. Those who dislike what he stands for may not see continuity as a virtue. But it doesn't become newspapers, which have often complained about the rapidity with which some Prime Ministers have changed their Education Ministers, to quarrel with Mrs Thatcher's decision to allow Sir Keith to capitalize on the 21 months he has already served at Elizabeth House by extending his stint for a year or two more.

Sir Keith can certainly claim to have plenty of unfinished business to complete. His White Paper on *Teaching Quality* is packed with items which need to be followed up if they are to add up to more than exhortation. Those which concern the appointment of teachers and the staffing of schools – and which will involve the redrafting of the Education (Teachers) Regulations – could be of the first importance because they actually involve the exercise of judicial powers.

The DES is so used to being able to deflect complaints – whether from parents or the House of Commons Select Committee – by hiding behind the vagueness of the Education Act or the legal discretion of the local authorities, that it will come as a salutary shock to have to lay down specific rules about school staffing, which i.e.s must meet or be in default of the law. No doubt the redoubtable Mr Leslie Stratton of Hereford and Worcester (now on his way to the Ombudsman) will be there to keep an eye on the proceedings.

It is obviously going to be the DES aim to require that all appointments are made by properly constituted panels, which will be obliged to take a stated set of requirements into account to make a valid decision. Due process will be established (with the corollary to due process, the possibility of failing to do it right) and it should then be possible (much later, perhaps) to see if a massive increase in the supply of red tape has actually improved the quality of teaching. This, after all, has to be the ultimate aim which raising

the importance of the appointments procedure is meant to serve. It is possible to remain sceptical about the outcome while still recognizing the importance of the exercise.

No doubt action on the White Paper will entail detailed discussion with the local authority associations, which (like the teachers' unions) are inclined to be suspicious of this legal initiative. Unfortunately, relations between central government and the local authorities are about to take a nasty turn for the worse. The Tory manifesto contained few promises, but one or two of those it did proclaim are of direct importance to education as a function of local government.

The first is the threat to take still more sweeping powers to curb spending by local authorities which would otherwise defy central government attempts to hold down expenditure. There is no way in which this can be done without affecting the largest local spender, education: and (as Mr John Lovell, Conservative leader of the Association of County Councils made clear a Monday) no way in which anyone worth his salt in local government can do other than fight to avoid the degree of control which it implies.

There have been suggestions of some sort of a deal stitched up, in advance, by leaders of the ACC and the outgoing Secretary of State for the Environment, Mr Tom King, but the threat of reserve powers in the manifesto will help to mobilize widespread opposition.

Education stands to get clobbered twice: once, when the legislation actually forces authorities to cut spending (and, therefore, education) and a second time when, as a result of the withdrawal of cooperation, the normal consultative processes are interrupted.

Although the size of the new Government's majority will, in theory, be sufficient to steamroller through anything it really cares about, previous attempts to put the kybosh on local spending have been so conspicuously unsuccessful that effective delaying tactics from a bipartisan local government opposition cannot be ruled out.

A second piece of highly-contentious legislation

concerns London and the future of the ILEA in the wake of the Government's decision to abolish the GLC along with the metropolitan counties. Tying up the loose ends will undoubtedly be complicated. The manifesto promises a joint education board, formed from among members of the inner London boroughs, thereby ensuring the continuation of inner London as an administrative unit for education.

But there is plenty of room for jerry-mandering in deciding the composition of the board. Will membership be determined by population alone? Or by financial contributions? Or by a combination of the two? Tories will be tempted to look for a formula which would bolster the political strength of inner London Conservatives within the new joint board, which will otherwise have a predictable tendency to reflect Labour's built-in majority in the inner boroughs.

It is being put about that, if education is run by the inner London borough representatives, it will fall to attract the best talent among the borough members. Why this should be so, given the size of ILEA's budget, and the importance and newsworthiness of its activities, is not clear. But on this basis, it is said, there could be some bipartisan support in London for an ad hoc education board, directly responsible to the London electorate. It would be remarkable if this beguiling notion made any progress inside the Government, where already the ILEA is suspect because its budget is never considered alongside those of other services.

It is easy to understand why some of those closely associated with ILEA might favour an ad hoc authority – it would provide an opportunity (in their view) to mobilize support for education among London voters and move education issues firmly up the political agenda. But for exactly these reasons, ad hoc authorities are open to objection – for education or for any other service – seeing that the true art of government consists in balancing competing claims on the public purse, which is just what an ad hoc authority never has to do.

### COMMENT

## Ed Tech for all

The White Paper on *Teaching Quality* has given the Council for Educational Technology an excellent opening for another pitch at teacher training (page 5). It is important to recognize the CET *dénouement* for what it is and what it is not.

It is not just a plea for all would-be teachers to do a familiarization course in microcomputers. It is an argument for educational technology, in the widest sense of the term, to be placed at the centre of the professional training of teachers – summed up in four specific requirements which might be incorporated within the criteria laid down for approved teacher training courses. Courses should equip teachers with the ability to:

- Formulate learning objectives and to devise tests to show when these objectives have been achieved;
- Design a curriculum and learning materials to achieve specific learning objectives;
- Use effectively the whole range of learning resources, equipment, media and communications systems available to schools;
- Apply an appropriate range of classroom and individualized teaching, management, resource and evaluative skills in every day teaching.

This, of course, assumes the validity of one particular approach to curriculum building and teaching methods, and not everyone in



education has the same confidence in this version of the systems approach. But when CET says that "no teacher, facing the challenge of the next 30 years, should achieve qualified status until such skills have been achieved" it is talking the kind of language which Sir Keith Joseph understands and which might well receive strong support, behind the scenes, from the Department of Industry.

A key recommendation is that students should be taught through the new technologies so that they can see the benefits and limitations for themselves, as students. This – which makes a lot of sense, at least in its own terms – would have wide repercussions for those who teach in colleges and departments of education, imposing on them not only the obligation to learn about and come to terms with the full range of technological resources now coming into schools, but to adapt their own teaching to the new possibilities. And although (of course) CET is

quick to volunteer to help with the programme of staff development necessary to make this possible, it could only really happen given the single-minded support (financial as well as moral) of the DES and the i.e.s. And this raises the question of the conflict inside Sir Keith's own thinking between the traditional, subject-based, orthodoxies to which he longs to peg the curriculum and the radical implications of the information technology revolution.

## Keeping a low profile

As usual, it seems to have taken the midsummer exam ritual to propitiate the gods of the British weather. All over the country thousands of CSE and GCE candidates are gently stewing, physically and mentally, in a sort of sacrificial sauna to determine who is among the chosen.

Sadly, there seems little hope that the wider-ranging profile and graded test assessments proposed by the London and Oxford GCE boards and various local authorities (see page 20) will reduce these seasonal observances. No form of test or measurement can counter the present contraction in opportunities for school leavers at every level from university entrance to the lowest forms of employment, not even one backed by the much-regarded GCE boards. As the Prime Minister would say, you cannot overcome inflation in the qualification market by printing more certificates.

The new Youth Training Scheme, which encourages employers to take on more trainees than they need on a sale or return basis, could also encourage them to take a broader view of qualifications. But even in the YTS, the evidence is that there is stiff competition for the high-status, employer-based schemes that can lead to jobs and that employers are continuing, at present, to recruit according to traditional criteria.

The new school leaver's assessments have a hard row to hoe alongside the present exam system. Radical curriculum changes are needed if full-blooded profiles and graded tests are to be introduced. For this there would have to be a lessening of the priority presently attached to traditional exams and syllabuses, and of this there seems no sign.

But the drive to give every school leaver some sort of record of achievement is very strong and likely to receive support in the highest quarters. Unfortunately it may prove to be yet another way of certifying the failure of those at the bottom of the pile.

### no comment

"A few years ago a high-level committee was convened in the university to discuss the advisability of appointing a public relations officer. The project was killed stone-dead when one of the members remarked that it would only result in our getting the university's name into the papers."

From *The Cambridge Review*, June 1983.

## Third opinion Oxford right to listen to the schools

The headmaster of Harrow Grammar School, Mr J. J. Dwyer, has written a double plus to the *Daily Telegraph* on Oxford admissions (June 3). He approves of the fixed entry procedures suggested by common time scale for admission decisions and an end to the selection of candidates by the schools. He also approves of the award of scholarships and awards of entry to the examination stage. But he is not in favour of the retention of the "seventh term" route – the examination taken by candidates who have completed their A levels and have usually enjoyed the benefit of a full term's teaching before specifically at Oxbridge entrance.

This approach is, he says, increasingly worthwhile. It encourages a wider range of learning as well as avoiding the disruption of the level examination, and the "variety of route". And in his view, he suggests, post-A level candidates will be difficult to entice into a fourth-term only examination. He says that schools will, like any other, be getting round the system of change.

There is much truth in this. Mr Beer's readers, however, may not mean all of them in school – will see the matter in a different light.

Few of us would want to see our colleagues: "Because this is not generally available to students it should not be available to all to yours".

But if the use of this route reduces a serious disproportion in admissions, as between one school and another, which does reflect academic potential or merit we would be foolish to do it just because it is different.

The argument for breadth of study is another matter, and one which has resisted the demands of the general papers will not be lightly. There is, however, a case for saying that there are more valuable and more general broadening ways of spending a year – or better a year – than having two years of intensive coaching for four or three-hour examinations.

It is, after all, not only shrinking staff ratios that pressure us, in most maintained schools, from providing post-A level courses. Most of our able students, who robustly practical view of Oxbridge will not take them, with their 15 A level points, then Durham or Bristol (or York or Newcastle) will And who can blame them?

Dropping the seventh term route will not be easy and will have particular repercussions for some of the most distinguished schools. On balance, however, it is a risk that should accept. The crucial detail has been the effect it has had upon the fourth. The colleges have always said that real alpha candidates will show their quality, whether by the papers after four terms of school teaching, or 12 months of independent study.

Increasingly, the schools have doubted whether this is of any use, and have watched candidates of the highest potential demonstrate the technical virtuosity of the papers. It looks as if it will have demanded. It looks as if it will have demanded. It looks as if it will have demanded.

Michael Dunn

Edward VI School, Morpeth.

## Straight out of Boyson mould



This week's reshuffle has turned Dr Rhodes Boyson's attention from the defects of the country's schools to the loopholes in its social security system. But his views lie on in the man who has been appointed to replace him.

Mr Bob Dunn, 36, declared this week that he is "firmly in the Boyson tradition" and revealed that he had known Dr Boyson well since 1968. (Boyson is godfather to his 13-month-old son).

In true Boyson style, Mr Dunn has certainly come up the hard way. His grandfather was a miner, his father

also a manual worker, and he himself left Cromwell Road County Secondary School in Salford at the age of 16 and went to work as a clerk in the port of Manchester. He gained O and A levels at night school and then a BA in history and politics at Manchester Polytechnic.

A postgraduate diploma in business studies at Brighton Polytechnic and a further business course at Salford University followed and he then became a senior buyer with Sainsbury's.

Meanwhile, politics had him in its grip. He contested the Eccles seat, unsuccessfully in both elections in 1974. When he moved to London (losing, it seems, all trace of a Northern accent in the process), he became a councillor for the London borough of Southwark. Adopted as parliamentary candidate for Dartford, Kent, in 1975, he won the seat at the 1979 General Election and retained it last week with a comfortable majority of 13,500.

Once in the House of Commons, he got involved with education almost immediately, becoming joint secret-

ary of the Conservative backbench education committee and then Parliamentary Private Secretary to the three junior ministers at the DES. He was also, until his appointment this week, parliamentary adviser to the Professional Association of Teachers, which said this week he had given "an absolutely first class service".

But Mr Dunn – variously described as "dull", "safe" and "pleasant" – is thought to owe his preference to his most recent job as Parliamentary Private Secretary to Cecil Parkinson, chairman of the Conservative Party.

He was reluctant to talk about his new brief, beyond saying that he was "subconsciously delighted with the choice" and thought very important that teachers should be "fully and adequately trained". He is said to be a great champion of parental choice, although he did not take part in any of the recent, abortive discussions on vouchers.

His wife Janet is a former head of religious education at James Allen's Girls' School, Dulwich, South London.

## Redundancy row affects exams body

by Nick Wood

A £100,000 wrangle over redundancy payments is hindering the appointment of Schools Council staff to the new Secondary Examinations Council.

Staff at the Schools Council who have successfully applied for jobs at the SEC have been told they will have to pay back or waive their redundancy entitlements when they move.

At present, only four senior staff are affected but it is thought the number could rise to as many as 40 or 50 once recruitment for the middle and lower ranks is under way and the new Curriculum Development Council is set up.

The decision has angered the Institution of Professional Civil Servants, the major union involved, which points out that council staff moving to other arms of the public services are being allowed redundancy payments. It is pressing the Department of Education and the Treasury to reverse the ruling.

Meanwhile, the SEC has been unable to appoint formally any Schools Council staff. Letters of intent have gone to the four senior staff involved so far and they are working for the SEC on secondment from the Schools Council or on short-term contracts while efforts are made to resolve the dispute, which also extends to pension rights, security of employment and salary scales.

Mr James Ryan, chairman of the union side, said the winding up of the council and the creation of the SEC had been handled "outrageously". Mr Ryan said he had been waiting three months for a meeting with Treasury officials to sort out the differences. Originally, the union had said it would accept straight transfers between the council and the SEC – without redundancy payments – but this had not proved possible because terms and conditions at the new body would be markedly worse than at present.

A spokesman for the Department of Education confirmed that Schools Council staff would not be getting redundancy payments if they went to the SEC.

The year-long dispute in Durham which led to selective strikes by many teachers has been settled.

Leaders of the National Union of Schoolmasters/Union of Women Teachers and the Labour-controlled Durham County Council have agreed the peace. A new agreement has been reached between the two bodies.

## Staff transfer idea due to be ditched

by Bert Lodge

Plans to transfer 2,000 teachers a year from secondary to primary schools in the late 1980s are likely to be dropped following a meeting this week of the school staffing sub-committee of the Advisory Committee on the Supply and Education of Teachers.

The retraining courses which secondary teachers would have followed are, however, still likely to be provided by colleges for the considerable number of teachers finding themselves surplus to requirements due to falling rolls.

In May last year ACSET formally recommended the Secretary of State to consider retraining up to 2,000 secondary teachers a year from 1987 to 1991. This was based on the projection that vacancies in the primary sector would rise from under 3,000 in 1983 to nearly 11,000 in the mid-

1990s. At the same time the demand for secondary teachers was expected to fall from 5,000 in 1984 to under 3,000 in 1989.

The latest projection, however, indicates that the gap between supply and demand for primary teachers in the late 1980s will be negligible. And, a paper provided for the sub-committee points out, "the small gap in the next few years could almost certainly be made good with recently qualified teachers who have not been able to find a post."

A decision to drop the transfer scheme would be welcomed by teacher union representatives speaking for the primary sector who have been worried that secondary schools would try to get rid of their less satisfactory members of staff.

## Tight security after exam 'leak'

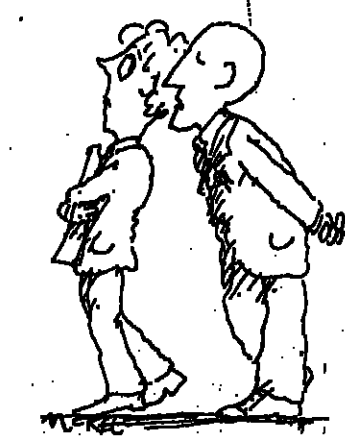
The London GCE board has tightened security at its Chertsey Street storeroom after the alleged leak of exam papers for A level history and French.

This week the board and Scotland Yard, which conducted separate investigations, said they were satisfied there was no truth in claims that papers were missing and being sold on the black market at £100 a time.

The claims were made by an employee who took sealed packets of the papers to the London newspaper, the *Standard*.

Mr Alan Stephenson, board secretary, said that the investigation had revealed areas where the already tight security at Chertsey Street could be better. The incident has also led to a review of security at the board's new offices in Russell Square.

Candidates who took the French and



I don't know how much you paid for those exam papers, Peters, but I should tell you, they're last year's.

history papers will not now have to re-take them.

Three schoolgirls have chosen to re-sit their O level art examination after their deputy headmaster, Mr Ben Wright, entered the examination room and took a bite from their still life model, a stick of celery. Governors at Denmark comprehensive school, Winchester, will be investigating the incident.

## Durham supply cover dispute is settled

The year-long dispute in Durham which led to selective strikes by many teachers has been settled.

Leaders of the National Union of Schoolmasters/Union of Women Teachers and the Labour-controlled Durham County Council have agreed the peace. A new agreement has been reached between the two bodies.

## Enter, the perfect Whip



Peter Brooke, the new minister for Higher Education, is the son of Lord (Henry) Brooke, a former Conservative Home Secretary. He went, like his father to Marlborough and Balliol College, Oxford.

He was born into the political ruling class in 1934 and refers affectionately to the intricate web of jobs and friendships he has found in his life. This is typified by David Hancock, the new Permanent Secretary at the DES, who was an exact contemporary at Balliol and is "an old, old, friend".

He did not walk into Parliament: he lost his deposit in a hopeless contest against Neil Kinnock at Bedwellty in 1974. But his next attempt was a guaranteed success: he was selected for the safe Westminster seat for the byelection of February 1977 and has now retained it with a handsome majority.

In 1979-80 and 1981-82, he was the Whip attached to the DES. MP colleagues describe him as "the perfect Whip" – tactful, efficient and slightly anonymous.

Friends say he is definitely on the left of the party but he is cautious about that. He had once been described by a journalist, as "on the right on economic issues and on the left on social issues".

Peter Brooke is married with three sons – all of them, inevitably, at Marlborough.

His interests are those of the English gentleman, "churches" (he is a devout Anglican), conservation, cricket, planting things. And his club, of course, is Brooks's.

## Rise accepted

Most education officers below the rank of deputy will receive a 4.9 per cent pay award this year following vote of acceptance by delegates at the Nalgo annual conference.

According to the Association of Education Officers – the trade union of the Society of Education Officers – the majority of lower tier officers in education departments are on pay scales covered by the 4.9 per cent award.

The remainder of lower tier officers are on salaries related to the pay of chiefs and deputies whose pay claim of 13.5 per cent was lodged with employers several weeks ago.

## Link rejected

The National Union of Teachers has thrown out the proposed linking of pay and promotion to classroom performance.

A meeting of the union's executive last weekend rejected a proposal from the management side of the Burnham working party on salary structures for "super teachers" – those who did outstandingly well in the classroom – to be allowed to progress rapidly through the salary scales.

Instead, the union wants all Scale 1 teachers immediately promoted to an "enhanced Scale 2 professional grade" and the introduction of a two-year entry grade.

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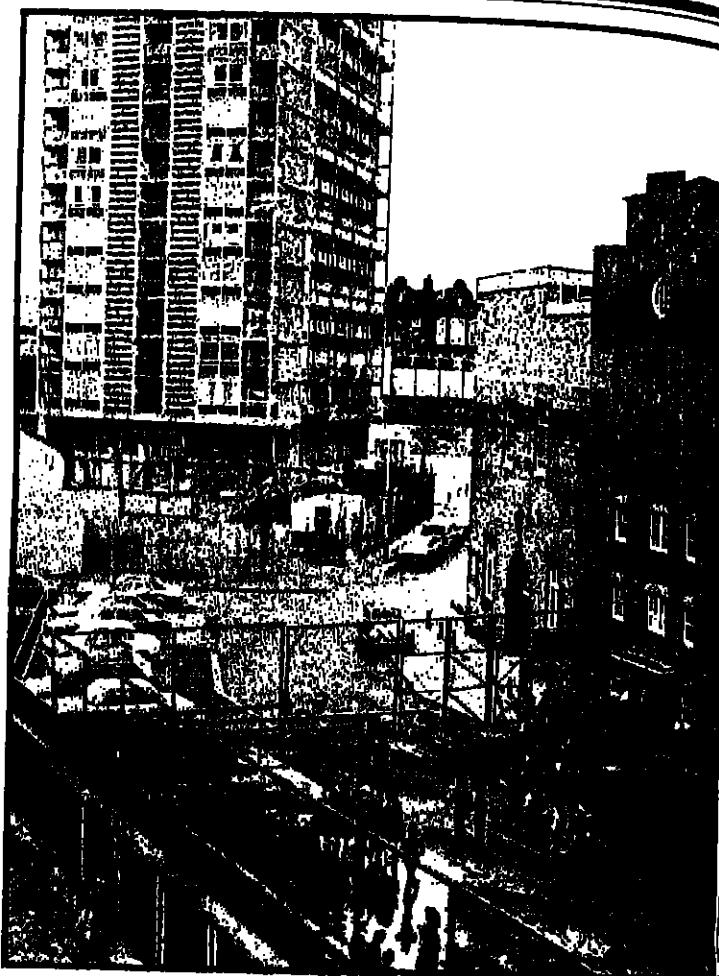
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Sir Keith Joseph: will he be a pushover for Cabinet colleagues who want to boost private schools at the expense of the rest of the system?



Christopher Price on why the next five years may be grim ones for the maintained schools

The prospect for the next five years in English public education looks bleak - a wholly inadequate ministerial team, dwindling resources, policy drift and niggled local education authorities. I do not believe that education is going to get much help from government; the only force that will now save it will be a re-emergence of all those lobbies - of parents, teachers, I.e.s.s., the Churches and Parliament itself - which have operated successfully in the past. But this time the lobbying will have to be far tougher, more ingenious and better coordinated than in the past.

First, the ministerial team. Sir Keith Joseph has now reached retirement age; when he moved to education, it was universally predicted that this was his last genteel sabbatical, before he gracefully slipped from the political stage. Yet here he is again, having survived the Prime Minister's carving knife.

He remains in the Cabinet, I suspect, not because the Prime Minister considers him the best Secretary of State for Education and Science available, but because she needs friends round the Cabinet table, where he is utterly reliable. So, whatever his performance in the past, he is now, more than ever, a prime ministerial creature. His capacity for fighting for resources (if indeed it ever existed) is not dead.

His plight, however, is worse. Over the past two years, there have been elements of competence and knowledge in the ministerial team. Whatever one thought of his policies, Dr Boyson at least knew what the inside of a school looked like; and William Waldegrave applied one of the clearest minds on the Conservative benches to the problems of reorganization and retrenchment in higher education.

Sir Keith therefore had a certain degree of support in his task. Now the poor man has none. Stripped of Boyson and Waldegrave, together with the unlamented Shilton, and the translated Paul Channon, he has been humbled with a pleasant superannuated whip. (Peter Brooke)

## Under siege: who will take up the fight?

and a scarcely-heard-of tyro from Dartford (Robert Dunn).

It is almost as though the Prime Minister has decided to downgrade her erstwhile department, rather as Harold Wilson did by installing a succession of secretaries of state with minimal interest in the subject and sometimes even less competence.

The consequences for English schools in terms of resources available could be disastrous. The ministers will get frustrated by their colleagues in Cabinet committees, and in those "bilateral" - the hard, gritty arguments between the education ministers and the Chief Secretary to the Treasury - the

The DES is already the smallest and least reformed department... the stage could be set for its merger with the Department of the Environment.

education budget will be seen as an even easier pushover than ever. (Especially at a time when an ageing population is inevitably going to devour even greater pieces of the social budget.)

I am sure the Government re-

sponse will be "privatization" - not just the boosting of the private sector through the Assisted Places Scheme and other devices, but also the steady transfer of the responsibility of basic materials and maintenance in the schools onto the private resources of the parents concerned. In affluent parts of the Home Counties, this role may be welcome. In our inner city areas and high unemployment regions the effects will be rapidly to increase the division of England into two geographical and social nations.

Meanwhile, policy - apart from the general one of privatization and insulation - will continue to drift. I hope progress will continue towards a common system of examination - but I doubt it. Progress towards a successor body on the curriculum to the Schools Council is still stuck in the mud, and it seems likely to remain so.

There is a desperate need for some clear guidance on the provision of education for the tertiary stage; there is now even less likelihood that any will be forthcoming. With the team at the Department of Employment substantially unchanged, the chances are that the progressive takeover of Keith Joseph's "bottom third" pupils by the MSC will continue.

The DES is already the smallest and least reformed department in Whitehall; if things go on as they are, the stage could be set, sooner rather than later, for its merger with the Department of the Environment or its transformation into a series of

quangos. The chances are that policy, like resources, will, over the next few years, simply be allowed to wither on the vine.

All this would not matter too much, if the English education service was to be allowed to continue, as it is meant to be in law, a "national service locally administered". But it is difficult to understand how this can be so, now the

I predict a parents' revolt, and I suspect they may use all the small print of the 1944 Education Act to try to enforce standards.

Government has declared its intention of removing from I.e.s.s. their right to raise, by way of rates, sufficient resources to fulfil their duties as they see them under the 1944 and subsequent Education Acts.

Innovation, change, progress in English education has traditionally come from local roots; there is now little incentive for individuals to invent and imagination to come into local politics. If all power of innovation is precluded, I am pleased to see that those Conservatives who value local government have awoken to the dangers now the election is over. I wish them well in their rearguard action; but I fear they and education will be the losers.

This is especially true, if the Government decides to destroy the GLC and the ILBA with it. I give them the credit (perhaps quite wrongly) of understanding that the ILBA cannot survive in any meaningful sense as a "joint committee" of London boroughs. Anyone who has watched "Joint committees" of outer London boroughs trying to run London polytechnics over the past 15 years should be able to understand that.

Over the past century, London education, from its evening classes to its infants schools has been one of the most successful participatory educational democracies in the world. The Government's present proposals would destroy all that.

I suspect it will run into greater difficulties in its attempts to hobble the ILBA and cut its expenditure by a third, than in any of its other proposals. London adults have already demonstrated that they are ready to defend their children's schools and their own evening classes. They will do so again even more vehemently, and the consequent educational revolt could spread like the Brixton riots.

Somehow I cannot imagine either Sir Keith, or Mr Dunn or Mr Brooke summoning up sufficient stature or eloquence to quell the process. So who is going to fight for education?

The parents, I am sure. I predict a parents' revolt, and I suspect they may use all the small print of the 1944 Education Act to try to enforce standards which Parliament thought was laying down in 1944.

The I.e.s.s. I hope, though they have been gravely weakened by the relentless war against them mounted by the Government and, in some cases, city and county treasurers. The teachers also, I hope, though their determination (as revealed in the TES) for a Gadenere rush into voting Tory at the General Election does not augur well for any effective protest on their part.

Her Majesty's Inspectors? Pray God that Miss Browne's successor is at least as tough as she has been. But the appearance so far of this year's report (however valid the criticisms and the recommendations) does not argue a passionate determination among the Inspectors to monitor and expose the system's deficiencies.

A reconstituted Select Committee? I fervently hope so - though we must wait and have a look at its membership and the staff it gathers about it, before we can be certain of its effectiveness.

Perhaps the greatest hope must lie in those much maligned (often by me) folk, the civil servants of the DES. With such a weak ministerial team the balance of power must inevitably shift. Perhaps they will do an awful lot of good by a great deal of stealth. I shall be praying for them.

Christopher Price is the former chairman of the Select Committee on Education, Science and Arts.

L.e.a.s voice misgivings as over 11,000 schools seek DoI-subsidized computers

## Growing doubts on micros scheme

by Carolyn O'Grady

More than 11,000 primary schools have applied for computers under the Department of Industry's Micros in Schools scheme which offers a 50 per cent subsidy. Six thousand schools have already received computers under the scheme.

But there is a wide disparity between different areas and many authorities have misgivings over the fast pace which is being set by the DoI and the DES. While some I.e.s.s. are encouraging schools to take up the Government's offer, others are preventing them from doing so or encouraging schools to wait.

Early on in the scheme Cambridgeshire and Staffordshire refused to take part but have now agreed after pressure from parents and teachers to let their schools apply. Wigan has set up a project with 16 selected primary schools, each of which has been allowed to buy an RML 480Z. Mr B. Sted, coordinator of computing activities in Wigan, said the authority was doubtful whether they should be spending so much time and money on introducing computers into schools, as it was especially hard to find the resources for training teachers.

Software was also difficult to obtain. "We do not want to flood schools with expensive items of equipment which will be improperly used with the accompanying risk of wasting people's time and money," he said. "The I.e.s.s. hoped the 16-school trial would enable them to establish a policy for the whole district."

Some I.e.s.s. are obviously en-



Primary problems... software and training are proving difficult

couraging primary schools to put in early applications. Birmingham has 343 applications. Derbyshire 471 and Devon 464. Wiltshire has moved on and is supplying 200 disc drives to those primary schools already operating computers.

Many of those authorities who wholeheartedly support such schemes are daunted by the task before them. Mr Michael Thorne, a lecturer in computing at Cardiff University and an expert on computers in education, said that "in one

sense the government has done the dirty on schools: they have provided the cheap bit - the hardware". I.e.s.s. and schools now had to fund the expensive items - the software and the training of teachers.

However I.e.s.s. would continue to introduce computers because of pressure from teachers who were "coming round strongly to the idea that they should be doing something."

His view was supported by I.e.s. advisors, many of whom wish the

scheme had been introduced later. Dr P. E. Walker, Kent advisor for computer studies, said the main problem was in-service training. The authority had managed to train two teachers in every school which was applying for a computer but found it "a heavy burden to take on so soon after the secondary schools scheme".

The county would not encourage infant schools to apply for computers yet but was "fairly happy" if junior schools did.

Mr Edward Carter, an ILEA advisor, said the authority had "pointed out to schools that the scheme will be in operation until 1984", and though they were not blocking any applications, it was hoped that many primary schools would wait until the end of that period.

Mr Bob Coates, of the DES's micro electronics education programme, said some I.e.s.s. were taking the business of introducing computers into schools very seriously. They were initiating training projects which went beyond the requirements specified by the MEP and were allowing teachers to be released from schools. Others, however, were either not putting on courses or were organising courses but not giving teachers time off to attend or not paying their fares to get to the course.

MEP supply self study materials with DoI-subsidized computers but it is generally acknowledged that much more extensive training is required before teachers can be considered competent to teach with computers in the classroom.

## Parents upset by teaching of Catechism

by Bert Lodge

A village rector has upset parents at a Church of England primary school near Hull by insisting that the Catechism should be taught at morning assembly.

Following the move by the Rev Joseph Davies, rector of Roos, parents have withdrawn more than 30 of the school's 85 pupils from the weekly assembly at which the Catechism is taught.

Their attitude was summed up this week by Mr Kenneth Wilson, village postmaster, who has a son at the school. "It's too difficult, particularly for the younger children. The rector would be better teaching the basic Bible stories and the main religious ethics. I am not against religious education as such."

Mr Davies, who is chairman of the governors, this week defended his presentation at Tuesday morning assembly of traditional Anglican doctrine. "According to the foundation deeds of the school, education must be in accordance with the principles of the Church of England. It is only for those who wish to take part and I shall carry on. The governors agreed to the proposals."

"The instruction is not too complicated. If a parent doesn't know what it's about then it is confusing but one assumes they know about the life of the Church. I think the children who have been withdrawn will gradually file back in."

## Indian music

Leicestershire education authority is planning to introduce classical Indian music into the school curriculum, initially for Asian pupils. If the idea is approved three teachers will be employed from September.

## NEWS

## EIS goes all out to moderate Tory policy

by Neil Munro

The theme of a Conservative Government pursuing policies in Scotland which were rejected by 73 per cent of its electorate, dominated the major speech to the Educational Institute of Scotland's annual conference last night.

Mr John Pollock, EIS general secretary, told delegates of the largest Scottish teachers' union: "I accept government by the ballot box, however much I dislike the result. But with the kind of majority the Government has, it is my belief that we must do our utmost to moderate the elitist, privatization, anti-public school policies of the South of England-dominated Conservative Party."

Mr Pollock said a myth had grown up in England that Scottish local authorities, "being predominantly Labour, were easier to deal with." "I have to say that some of the Labour councillors on the management side have been the most anti-teacher in the negotiations and have been Maggie's most loyal supporters in imposing the Conservative Government's incomes policies on their employees."

Meanwhile the conference's rejection of affiliation to CND was much narrower than last year. Only 28 votes separated the two sides compared with last year's margin of 66. A refusal to affiliate to the Labour Party was passed by a substantial majority. The union did decide, despite some opposition, to give its support to the Manx and Dunning examination and curriculum reforms for the 14 to 16s.

Mr Pollock said the union was determined to fight for the interests of its members.

## Staff 'must master new technology'

Teachers should only be awarded qualified status if they have shown competence in using the whole range of modern educational technology available to schools. Sir Keith Joseph, Education Secretary, was told this week.

In his reply to the White Paper, *Teaching Quality*, the Council for Educational Technology draws attention to the Government's declared intention to assess the quality of initial teacher training courses. Among the criteria used will be "adequate attention to teaching method in the chosen main subjects."

While welcoming this, the council

also urges the Education Secretary to remember the importance of educational technology and its practical application in professional studies courses.

"We believe that technology also has an effect on the content of the curricula and on the classroom practice of those teachers who should be seen as exemplifying good practice."

In the CET's opinion, teachers should be able to apply educational technology across three areas: subject content, teaching method and classroom practice.

For this they will need the ability to formulate learning objectives and devise simply tests to show whether

their objectives have been achieved. They must also be able to design a curriculum and suitable learning materials to achieve specific learning objectives; and they should be familiar with the whole range of microelectronic hardware, software, media and communication systems they may find in schools.

The council sees a difficulty in initial teacher training being in the hands of tutors with no experience of what technology can contribute.

"We would be willing to put forward proposals which (given adequate resources) could provide the necessary exposure to modern applications of educational technology

for those responsible for the professional training of teachers."

"Students in training should be taught through the use of new technologies so that they may see and evaluate the students the benefits - and limitations - of the new methods."

The council disagreed with the statement in the White Paper that small schools can only provide and staff the curriculum through high staffing ratios. "Our work on supported self-study techniques has shown that schools are already coping with pressures of this type by using new teaching methods to maintain options in the curriculum."



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Split on idea of career preparation

## Survey highlights teacher-parent differences over aim of schooling

by David Lister

The purpose of education should be to prepare a child for a career, is the view of three out of four children and nearly half the parents interviewed in a telephone survey. But few teachers agree. Only 3 in 100 teachers saw a career as the main aim. Many said education should prepare children for everyday life, or help them develop their true selves. Just over one teacher in ten confessed they did not know what the main aim should be.

The survey was carried out by Audience Selection for TV Times Magazine. Interviews were carried out throughout Britain with 426 parents, 204 teachers and 215 children in secondary schools.

Children, teachers and parents seemed satisfied with the overall standard of education. More than half of children and parents and nine out of ten teachers thought the standard good or excellent. Hardly any thought it poor.

The survey also discloses that 63 per cent of the children interviewed rated their teachers excellent or

good, 26 per cent thought them "average" and only 4 per cent poor. Questions concerning school discipline produced surprising answers. One in five children said their schools were not strict enough, and only one in ten considered them too strict. Teachers were happiest with the level of discipline, and 85 per cent considered it "about right". About half the children and teachers said their schools used corporal punishment, but only a quarter of the parents seemed to know that their children's school used it. For serious breaches of discipline, 81 per cent of parents, 54 per cent of teachers and 62 per cent of children approved of corporal punishment. A quarter of children said they would prefer a caning to detention.

Three-quarters of the pupils were in favour of school uniform, and when asked about the hypothetical case of a 14-year-old girl coming to school with her hair dyed green, 60 per cent thought she should be sent home.

## Time off for training urged

by Jane Pickard

Teachers should be guaranteed a certain number of days off each year for in-service training, according to Professor Malcolm Skilbeck, director of studies at the Schools Council.

Speaking at the latest in a series of Schools Council conferences to discuss progress in two of its five programmes, Professor Skilbeck said it was vital to pull piecemeal projects together into a coherent policy for in-service training, with national minimum standards.

"There is no clear understanding about questions of length and scope in the professional life of a teacher", he said.

In-service training was volatile and had become a target to be shot at when the money was running out. Such a piecemeal enterprise was not well placed to attract resources in the future.

"So we must lay down minimum standards of provision just as we have done over the past century for pre-service training", he said.

He did not want a centrally organized strategy, but a national system with contributions from the organizations involved in in-service training.

The day-long conference, at the University of London Institute of Education, covered a wide range of Schools Council-sponsored projects



Malcolm Skilbeck: coherent policy vital

run under two of its programmes, which have been looking at purpose and planning in schools and helping teachers to become more effective.

The main thrust of in-service training now is towards training at grass roots, in the schools, with teachers spreading information among themselves, and this was reflected at the conference.

For instance, Mr David Oldroyd, deputy head of Priory comprehensive school in Bristol, suggested that teachers would have more time to assess their own work together, if they were organized into groups.

Even ordinary staff meetings could be transformed into sessions where teachers could take part in a full debate about improvements in the school, rather than being led in a hierarchical fashion by the head teacher.

A number of primary school projects outlined to the conference showed the need for proper job descriptions for specialist teachers.

Mr Ron Johnson, Cheshire's chief adviser, said that out of 12 schools covered in a survey on reading teachers, not one teacher was found who had been given any kind of job description.

But he met with almost universal hostility from headteachers to the idea of a job description in writing. The problem was that primary schools had long been run as small family concerns, and they did not wish to grow into ICs or BBCs with a sophisticated management structure.

Other projects discussed at the conference included Coventry work on management in primary schools; the use of teacher specialists being examined by the University of Birmingham Primary School Research and Development Group; and the Cambridge Institute of Education research into professional development among secondary teachers.

## Management structure too complex

by Biddy Passmore

An over-complicated management structure, shortage of books and too much didactic teaching are criticized by HMI Inspectorate in their report on a Hertfordshire comprehensive.

But the inspectors say the small size of Wheatthorpe School, which has only 618 pupils, helps considerably towards creating a good community spirit. They describe it as a pleasant school, with generally good relationships between staff and pupils.

The school, which opened in 1965 as a purpose-built secondary modern for 450 pupils, was extended when it went comprehensive in 1975 and its roll was expected to rise to 700. But, although it is not short of space, the report says some subjects, like home economics and science, have inadequate specialist accommodation. Furniture is often inappropriate and in a poor state of repair.

Shortage of textbooks is disguised by such means as heavy photocopying and sharing of textbooks between classes. "In English, some pupils were purchasing their own set of books, and in home economics these were subsequently bought back by the school at second hand values", the inspectors report.

Parents also subsidize resources

## HMI reports

HMI reports are available free of charge from the Department of Education and Science, Publications Despatch Centre, Honeypot Lane, Stanmore, Middlesex HA7 1AZ. Also available from I.E.S.A.

through the PTA, which pays the rental for the school photocopy (described as the piece of equipment which provides the greatest support for teaching and learning). The PTA also raised the money for a colour television set and gave £1,000 towards two microcomputers.

The staff is described as well-qualified, experienced and stable, but the inspectors express concern about the high proportion of part-time staff: 21 out of the total of 54. They recognize that they enable a small school to plug gaps in the curriculum, but say their large numbers discourage the creation of a cohesive team and split the teaching of some classes.

## Bouquet for SPA school

A junior school in a deprived part of Shropshire is praised this week for being "outstandingly successful in motivating children's interests in most areas of the curriculum". The Inspectorate says the key to the school's success lies in its emphasis on practical experience.

William Reynolds County Junior School, in South Telford, draws its 260 pupils from the Woodside Estate, which has a much higher level of unemployment than the national average. The school receives a social priority allowance.

Because of the community's problems, the head and staff make the school environment as attractive and stimulating as possible, the report says. Excellent use is made of visits to places of interest - a trip to a fire station, for instance, was used to reinforce work on counting - and parents are encouraged to help.

Children's many demands for attention are positively met, the inspectors

say. Control is described as "kindly but firm". Staff prepare and follow up work well and spend a great deal of time on extra-curricular activities, such as gymnastics and chess.

"The social setting encourages children to work hard with enthusiasm and good will," the report says. "They enjoy school and make good progress." Only two areas need improvement, the inspectors suggest: music and religious education.

The familiar theme of over-concentration on language and maths recurs in a report on Preston Endmoor Church of England Primary School in Cumbria, a rural school with 102 pupils.

Much good work arises from the present emphasis, the inspectors say, with tasks in language and maths well matched to children's abilities and a variety of teaching methods. But it leads to undervaluing of other areas of the curriculum - topic work, physical education, art and craft.

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## NEWS

## Tory plans to curb rate rises and abolish the GLC pose a major threat to the ILEA, Sarah Bayliss reports

Mrs Thatcher's plans for local government will have the most profound effect on the Inner London Education Authority, the biggest and most costly I.E.A. in the country.

As a result of the plans, which are due to be confirmed in the Queen's Speech next week, the I.E.A. faces a major change on two fronts. First, it will be subjected to a new law designed to curb the rate rises and spending levels of local councils. Second, and here it will be unique among I.E.A.s, its constitution will be altered by legislation aimed primarily at abolishing the metropolitan counties and the Greater London Council.

Both proposals were included in the Tory manifesto after the Cabinet had failed to find an alternative system to the rates.

Technically, the ILEA is a special committee of the GLC. The manifesto stated that, with the GLC disbanded, education in inner London would need to be managed by a joint board of borough representatives.

The most immediate threat to the ILEA comes from the curb on spending and rates since this is timetabled for the next session of Parliament and could be on the statute book by early or mid-1984. The second Bill is not expected to be enacted until April 1986, although speculation about what is intended and the battle against it has already begun.

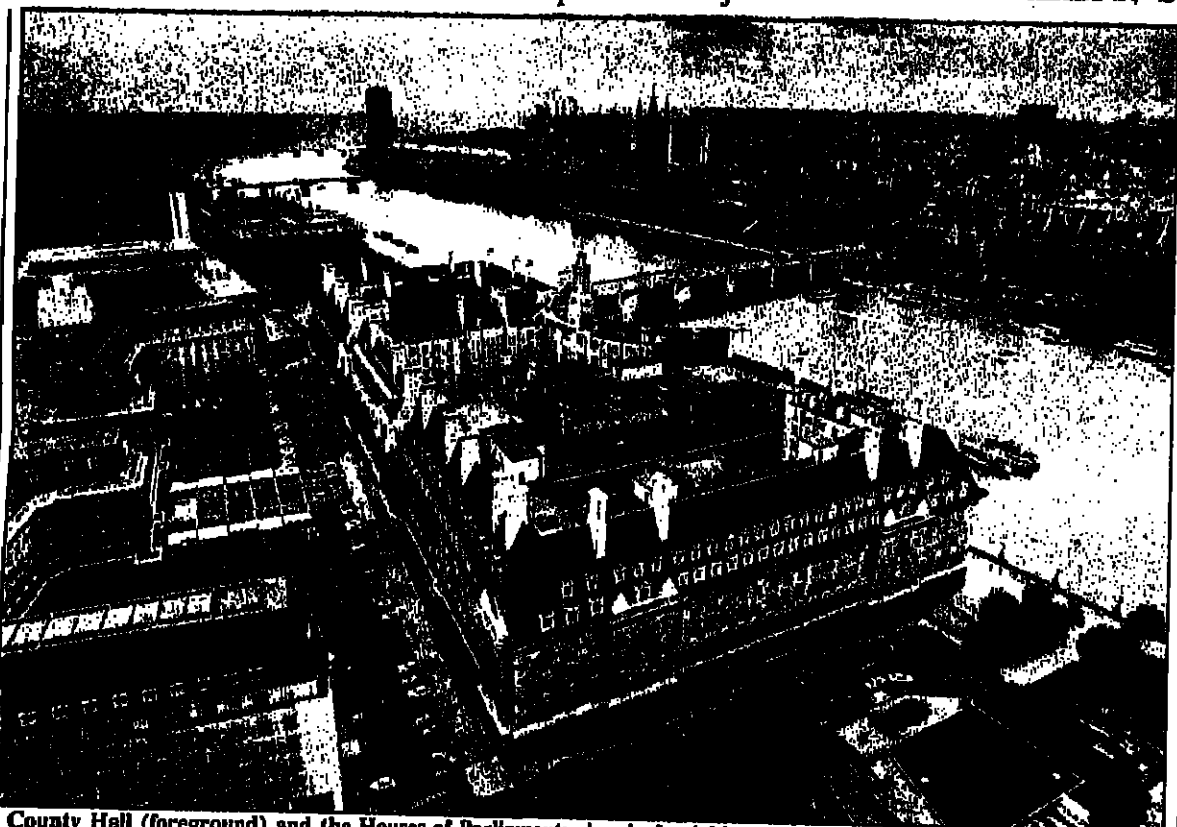
During the election campaign Sir Keith Joseph, the Education Secretary, was prompted to deny that the ILEA was about to be disbanded and that the boroughs would be allowed to run education for themselves.

According to Department of Education sources Sir Keith stands by the conclusions of his predecessor, Mr Mark Carlisle, who received two Conservative-inspired reports during his administration on the desirability of breaking up the ILEA. He concluded that the individual inner London boroughs would not make effective I.E.A.s and that education in the capital needed to be run by a single authority.

The ILEA was set up in 1963 under the London Government Act. It took over responsibility for education from the old London County Council in the 12 inner London boroughs and the City of London.

All of them sit for four years but since the timing of the GLC and borough elections is separated by 12 months, they do not all join the authority at one time. The next active members, and indeed the last three leaders, have been GLC members working full-time on authority business, and living on councillors' expenses.

In addition, there are 17 co-opted members who sit on the ILEA's education committee. Four of them are teachers and the rest are said to have wide educational experience. The future of the co-opted members is one of many imponderables surrounding the nature of the proposed 'joint board'.



County Hall (foreground) and the Houses of Parliament: closed of neighbours, but by no means the best of friends.

## Shots across the Thames

posed 'joint board'. It is not yet known how many seats each borough would get and on what basis. Will each borough get the same number of seats or will they be allocated according to a borough's population or even according to each borough's financial contribution?

If seats were allocated on a financial basis over half would be occupied by Westminster, Kensington and Chelsea and the City of London, which together pay the lion's share of the ILEA's costs because of their high rateable values and in spite of their tiny numbers of children.

It is just conceivable that the Prime Minister might be attracted by this option not least because it would break the built-in majority which Labour currently has at County Hall. Another possibility not yet ruled out is that of direct elections to the joint board.

A key figure in the recent history of the ILEA is Lord Marshall, who published an inquiry into the government of the capital in 1978, commissioned by the then Tory GLC leader, Horace Cutler.

Sir Frank Marshall (as he was then known) regretted that education was rarely an election issue in inner London and that membership was determined by two quite separate electoral processes. But he believed councillors should have some involvement in services other than education and thereby ruled out direct elections to an education authority.

He said the authority needed to be more responsive, especially to the financial demands of other services and to the burden on rate payers but it did not deserve to be disbanded. London needed a single authority to run its education service but it could be improved by being managed by a joint committee of the inner London boroughs, with five members from each.

His proposals were ignored by the then Labour Government but essentially they are the same as those being resurrected now by Mrs Thatcher and her Cabinet.

In the months following the March report, Conservative councillors in the inner London boroughs orchestrated a campaign against the ILEA; they met their match in a highly successful 'Save ILEA' campaign run by parents and teachers.

In 1979 the London borough of Wandsworth said it wanted to abandon the ILEA and run its own schools. Subsequently Mr Christopher Chope, Wandsworth's leader, nominated himself as the borough's representative and now as a newly-

elected MP - albeit for a Hampshire constituency - he may be vocal on the subject in the House of Commons.

Kensington and Chelsea, Westminster and the City have repeatedly attacked the ILEA over high costs and the burden on ratepayers. In the current year, the ILEA budget is set at £869m and over half the cost is met by the three richest boroughs. The difference in rateable values across London means that when the ILEA levies an additional penny rate, Lewisham, which has the lowest rateable value, collects £336,000 from its ratepayers while Westminster collects £1.09m.

A recent survey by the Chartered Institute of Public Finance and Accountancy showed Kensington and Chelsea had the highest average rates in England at £710.31 per head per annum. Its poundage is 152 pence in the pound, 77 pence of which goes to the ILEA, 11.5p to the Metropolitan Police while only 24.5p goes towards its own services. The fact that Mrs Thatcher is a householder in Chelsea does not help ILEA's case.

## What the ILEA leaders say:

Mrs Frances Morrell, Labour leader of the ILEA:

"The most immediate threat is the proposed curb on spending. Under their (Conservative) manifesto, an elected ILEA would lose the right to set the expenditure it thinks necessary to meet London's education needs as approved by inner Londoners.

The Conservative Party is committed instead to telling ILEA what to spend. We already know what that means.

The present government's assessment of what ILEA needs to send is £17m, £322m less than the current ILEA budget and a drop of 39 per cent.



David Smith

The service would, without exaggeration, be destroyed. Though the cuts might be phased, the effect over a period would be the devastation of whole sectors of the service such as adult education which are outside the statutory provision.

The minimum would be provided for schools and considerable compulsory redundancies would be unavoidable.

Parents, governors, teaching and non-teaching staff have fought year after year to save London's education service. The Conservative manifesto does not say openly that a Conservative government would destroy the ILEA; instead they are aiming to do it by stealth.

Professor David Smith, Conservative opposition leader:

"ILEA is obviously spending too much and we have seen its financial policy get more extreme. We believe there are ways of making quite dramatic cuts in the budget if only there was goodwill rather than ill-will towards the idea on the Labour side.

You can be sure that when the Government imposes limits on ILEA's spending the Labour group will walk to give them maximum visible effect. They will play to the political gallery and make sure that



Frances Morrell

the public is hurt.

The indications are that ministers favour a board made up of borough councillors, personally believe there is a very strong case for direct elections to that board.

At present education does not rank high in GLC election manifestos and voters are not encouraged to think they are voting for an education policy. In the borough election education is barely mentioned.

With the GLC members gone I believe it will be extremely difficult to find people on the borough councils with sufficient time and interest to join the new board.

## NEWS

## Shortage subject scholarships off to a poor start

by Bert Lodge

The controversial requirement that applicants for one of the £500 scholarships for intending teachers of shortage subjects should have a job to go to at the end of their courses has been dropped.

The policy change follows the failure of the first year of the two-year pilot scheme, when only 176 students applied for the 60 scholarships available and only 28 were ultimately taken up. This year, applications have risen to 291.

To the surprise of DES officials the condition that scholarship holders should have a job to go to with a local education authority and be expected to stay at least two years was found off-putting by many applicants, according to a report on the experiment by the research team of Leicester University School of Education.

Other requirements were that applicants should have or expect to have by last September, a good honours degree in maths, physics or chemistry before starting a PGCE course at one of six named institutions.

One in four of the candidates provisionally offered an award thought the scheme would have been more attractive without the guaranteed job clause. Just over half said they would have preferred to have had a free choice. The majority believed it would have been easy to get a job in view of their specialisms. Some complained that although local authorities welcomed the scheme by offering more than 200 posts, only a small minority were in chemistry.

"The two main disadvantages suggested by candidates were the problems involved in committing oneself to a local authority so far in advance, and in committing oneself for two years, particularly if authorities did not give candidates any say in the choice of school."

The National Scholarships for Priority Teachers Scheme. By Helen Patrick, Gerald Bernstein and Sheila Jackson, Leicester University School of Education.

## Tories triumph over the Tupperware Party

by Nick Wood

Results in the national mock election for the under-18s organized by the BBC closely mirrored the national mood, with the Conservatives recording a handsome victory.

They took 106 "seats", well ahead of Labour's 41 and the Alliance's 36 in the 202 schools that took part.

As with the general election, the results fuelled the case of those pressing for proportional representation. The BBC's Tory "landslide" was based on just 37 per cent of the popular vote, compared with the Alliance's 24 per cent and Labour's 22 per cent.

In all, nearly 75,000 children between the ages of 5 and 18 voted in the poll, which was restricted to one school per national Parliamentary constituency. Projection of the results on to all 650 Westminster seats would have given a Conservative majority of 32, the BBC said.

A feature of the school's election was the success of the minor parties. Mysterious organizations such as the Tupperware Party, the People's Party, the Children's Need Party, the Integration Party and the Men in Black Party scooped 19 seats and 17 per cent of the popular vote.

Overall, support for the political extremes was "derisory", with the National Front and the communists picking up no more than 1 per cent of the total vote.

The Ecology Party with 3 per cent and the Official Monster Raving Loony Party, which fielded several

candidates and polled more than 1,000 votes without winning a seat, proved more popular.

A nine-year-old boy standing as a National Front candidate at an Essex junior school was one of the winners in the mock election.

The boy, described by Mr Francis Stephens, his headmaster, as a "charming, persuasive and handsome" speaker, won the support of over half the third and fourth years at Abbott's Hall school in Stanfield-le-Hope.

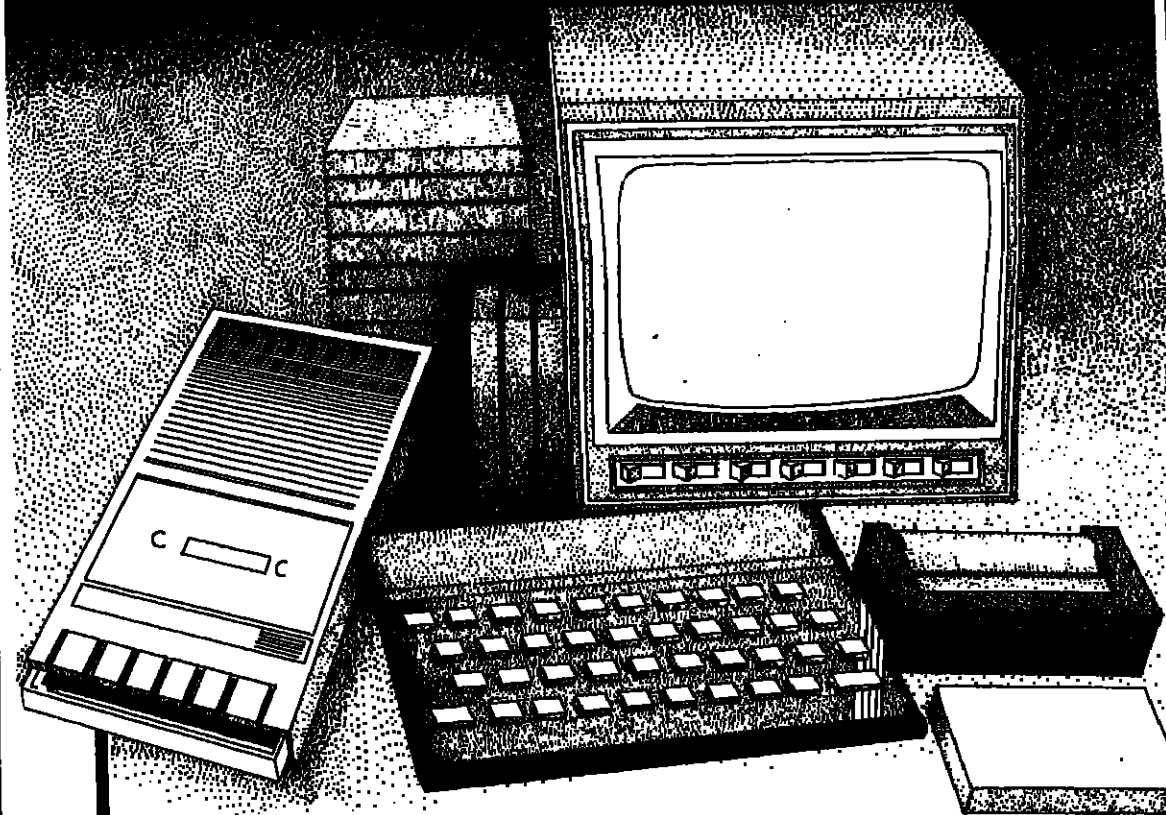
Mr Francis said staff had told him the boy had not mentioned National Front policies, such as enforced repatriation of black people, during the three minutes he was given to make his election address.

"The children voted entirely for the person", Mr Stephens said. "They didn't vote in any way for the policies or principles of the National Front. In a junior school, children vote for their friends."

Mr Francis dismissed the suggestion that the result revealed an undercurrent of racial prejudice in the school which, he said, had no black children and was not in an area noted for National Front activity.

"I would not have thought there was racial prejudice here. I don't think the boy would understand the terminology. I was told by staff it did not feature in his talk. It was just a little boy doing something for fun."

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## Getting back to nature urged as way to study the environment



Using the land at school

by Nick Wood

A nature park in the grounds, an energy-saving scheme in the classroom, and recycling waste paper, are some of the ways in which schools can breathe life into environmental education, according to a major new report.

All schools should have a written policy on the subject and a member of staff responsible for ensuring that environmental considerations permeate every part of the timetable.

Exam boards also have an important role to play. Besides offering papers in subjects such as rural studies and environmental science, they should set up special committees to ensure that environmental issues touch all their syllabuses and exams.

Initial and in-service training courses should also be revised in a bid to give every teacher the confidence and ability to adopt an environmental approach to his work.

This is how the education service should respond to the growing threat to the living world posed by an accelerating population and diminishing natural resources.

The report, one of seven dealing with all aspects of the problem, has been written by Mr John Baines, director of the Council for Environmental Education, who was backed by a team of advisers drawn from education, industry and conservation groups.

Together they make up the United Kingdom's response, encapsulated in a national conservation and development programme, to the World Conservation Strategy, launched in 1980, which called on individual countries to face up to the need for clear policies on the environment.

Mr Baines argues that "despite the determined efforts of committed indi-

vidual educators, local authorities and numerous environmental organizations, the success of the education programmes has not been sufficient to match the scale of the environmental problem."

At times it has appeared "ineffective" and its "inadequacy" has been most apparent in secondary schools where interdisciplinary approaches find little favour. Take-up of related curriculum projects such as "Geography for the Young School Leaver" and "Art and the Built Environment" has been "very low".

Spending cuts, which reinforce the strict demarcations of the secondary school timetable, exam syllabuses which perpetuate traditional subject divisions, and the reluctance of many teachers to become involved in areas of potential political controversy have also hindered the development of environmental education, he says.

Nevertheless, these are not the major obstacles to change. Rather, environmental education lingers "because the institutional and administrative structures which influence education do not adapt easily to new topics with unfamiliar approaches".

A "powerful central organization" - an academic power base in a university or polytechnic, providing a focus for teaching and research about conservation and development, is urgently needed to overcome this institutional inertia, the report says.

The Conservation and Development Programme for the UK. A Response to the World Conservation Strategy. Kogan Page, 1983. £14.95. This report number 2 deals with education. An Overview, Resourceful Britain. Kogan Page, 1983. £7.95.

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Sexual harassment has had sufficient serious attention for the office jokes to be wearing thin. But mention the subject and the scene lodged in most minds is still somewhere between the typewriter and the filing cabinet, even though there's no doubt that it also happens in many other workplaces, such as schools where the conventional male-female hierarchies exist.

Now women teachers regard it as a pressing item, and have begun to look for ways of dealing with what is an undeniably complex and sensitive facet of life in the classrooms and corridors.

"It's now something women teachers can discuss and bring into the open. They're getting together and confronting it," said Kate Myers, ILEA coordinator of the Schools Council Sex Role Differentiation Project, which ended on March 31. After finding that teachers brought up the subject repeatedly in discussions connected with the project, she introduced it into her own material on sexism and the curriculum.

What teachers actually do about it varies considerably and depends on their school's overall approach to such issues. At one mixed comprehensive in North London that has a strong record on anti-sexism, the long-established women's group circulated a letter to all staff to highlight concern about harassment among pupils.

"Many boys feel they have a simple right to touch girls. We're convinced it's pervasive, but we want definite information what other staff members have noticed, and what their thoughts are on it," one teacher explained.

Quintin Kynaston School in North West London has gone further. Last September an official school policy on sexual harassment was adopted. It ensures that the "hidden curriculum" does not reflect any difference in value accorded to males and females within the school, and affirms that equality cannot be achieved where one sex falls prey to harassment or abuse by the other. Disciplinary procedures are laid down.

The head explained the new policy to the school in year assemblies, and this was followed up by discussion with tutors.

The policy acknowledges that boys too can be harassed, but it draws the distinction that "All girls and women are subject to sexual harassment both in school and out, whereas a tiny number of boys are sexually harassed in their lifetimes. The harassment of one boy at school does not have the same implications for all boys as the harassment of girls has for all girls."

Harassment is said to range from persistent teasing, verbal sexual abuse and unwelcome sexual advances, to physical assault.

Karen Abse and Barbara Bleiman, two of the school's teachers, point out that having definite disciplinary procedures makes it clear that harassment is something that will not be tolerated. When a fourth-year girl was subjected to persistent sexual name-calling by one group of boys, the head of year intervened and the abuse stopped. That sort of thing might not have been tackled before, they believe.

For adolescents, questions against sexist behaviour may contain the implicit suggestion that sex is altogether disapproved of. "We don't want to say that any kind of sexual activity is not on," explains Barbara Bleiman. "But we do want it to be clear that if it's not wanted then it's not on - though it's certainly easier for adults to know what's not wanted."

The school's programme of social education and health education helps to tackle the problem by focusing on the emotional and social dimensions of sexual relationships as well as the biological. It's seen as one way of giving the girls confidence and removing the insecurities - often stemming from ignorance, that make boys need to prove themselves in macho style.

Educating boys away from sexism can be just as much a priority in single-sex schools, and in one East London school, where probationary teachers were being harassed by pupils, the boys are now being encouraged to study sex roles and relationships.

A women's group has also been set up at this school, and it includes kitchen, cleaning and library staff as

Liz Heron examines the strategies that schools and women's groups are adopting to combat sexual intimidation in the classroom and corridor

## Why female staff get harassed

well as teachers. "It stops individual women feeling that they're the only ones it has happened to," said one of the deputy heads. "We share experiences and strategies." Strategies can mean confronting the offenders (though in a crowded corridor they can't always be identified) singly, or with other women, or they can be about trying to raise the consciousness of a particular group of boys.

What is probably hardest of all to handle is harassment by colleagues. The suggestion that it takes place at all is commonly greeted with disbelief. "What! You're not saying it actually happens in education?" was the reaction when Amina Patel brought up the subject with some male colleagues.

Amina is one of a group of women media resources officers who drew up a letter and a paper on harassment last September with the aim of raising the issue among less-aware colleagues. If the documents get the approval of the ILEA's MRO advisers, who have questioned the wisdom of quoting four-letter words, they will be circulated to all MROs male and female. A questionnaire covering more general issues of discrimination is being circulated. And a two-day residential in-service course on sexism, for women MROs, was held early this year.

Less than 25 per cent of MROs are women. Like women technicians, they have a relatively isolated job, and makes them particularly vulnerable to harassment too, because of their sex and status.

The group cites the example of technicians working in boys' schools who left their jobs because of continual harassment. One coped by a while by absenteeism. "If the director knew we'd have moved her" was the belated answer from above.

It's not that easy, says the group about it, and to say those sorts of things to male superiors, particularly when there's a tendency to blame women when anything like that happens.

They feel that there should be procedures. Arrogance or insecurity may mean that the offender is unaware that he offends. So the first step might be for the woman to let that be discussed with her in the presence of another woman. If she fails the next might be recourse to union representatives. Or school could appoint a (female) member of staff to be referred to.

Until such procedures are established women have to develop their own strategies and rely on local solidarity - as in one school where a man who assaulted a female colleague was ostracized by the entire staff.

A growing number of teachers that staff awareness and openness is essential, and that there needs to be an atmosphere where pupils can discuss the problem without embarrassment. Girls are understandably reticent, although some teachers in subject surfaces in English composition work and drama. Small groups of work have also given girls confidence to talk about their experiences (no-one, however, seems to be making a case for single-sex schools. "That's just shelving the issue," said one teacher.)

In schools where it has been publicly recognized girls have begun to talk with more confidence. "Come and talk to us, not alone, but twos and threes," said one teacher. In schools, as in the typing pool, sexual harassment is nothing new. With rare exceptions, it's a newsworthy item of how it is being confronted even by feminist teachers. The first step, they say, is to talk about it.

Educating boys away from sexism is a priority

## Tertiary colleges 'not consulted' over YTS plans

by Diane Spencer

Teachers in tertiary and sixth-form colleges are concerned at the Government's failure to consult them on the introduction of the Youth Training Scheme and the vocational and technical preparation courses.

A delegation from the Association of Teachers in Tertiary and Sixth-Form Colleges will be meeting Department of Education and Science officials in two weeks' time to discuss these issues, the association's annual conference was told last weekend.

Mr Peter Etheridge, the newly-elected chairman of the association, said some colleges were "getting in on YTS" - but development was piecemeal and very small scale. "We have the feeling that we are being ignored."

Some delegates to the Birmingham conference felt that the YTS was taking people away from sixth-form colleges and was creating a divide between vocational and academic work.

Local authorities were to blame for the rise of the Manpower Services Commission, the conference was told. Mr Jeffrey Aldam, until his recent retirement, the chief education officer of Hampshire, said: "Agencies like the MSC have taken out of the failure and stupidity of local government." Local authorities should have cooperated more with central government on specific grants, he said.

Primary and Secondary going Tertiary, AMMA 25 Gordon Square, London WC1R 0PX, free.

## Staff fears on Services' fixed-term contracts

by Richard Garner

Staff at armed forces schools overseas are becoming concerned by their employers' reluctance to grant extensions to fixed-term contracts.

Under the present system head-teachers and their staff are assigned for a specific tour of duty in Service children's schools - and can then apply for a return when the contract is completed.

However, Mr David Hart, general secretary of the 21,500-strong National Association of Head Teachers, says there is an "increasing tendency" to turn down these requests.

"I think it will have an effect on educational standards because people will get more and more concerned about whether they have a future with the Service Children's Education Authority," he said.

Mr Hart is, however, encouraged by the fact that the authority has now agreed to draft a policy document which will make clear the grounds on which a teacher or headteacher can be refused a renewal of a fixed-term contract.

As a result of talks between teachers' leaders and service education representatives last week it became clear that there were three main grounds: a teacher had served too long overseas; manpower planning or a reduction in rolls meant jobs had to be lost; and lack of performance by the individual teacher.

Meanwhile, Ministry of Defence officials have agreed to press the Department of Education and Science to allow premature retirement for headteachers and their staff in armed forces schools. At present, their contracts state they will be reviewed when they reach the age of 50 and Mr Hart says the DES has indicated it will refuse applications after the end of this year.



There's no escaping the dentist... but the Hatrick recliner makes it less of an ordeal for the disabled.

## School inventors go into business

by Carolyn O'Grady

A prize-winning wheelchair recliner, designed and built by two schoolboys and a teacher to make life easier for the disabled, has gone into commercial production. It can be used for comfort, or for convenience in such chores as hair-washing or a visit to the dentist.

John Freeman and Ingram Legge, both aged 18, of Shrewsbury School and Mr Ted Barber, formerly a teacher at the school, developed the recliner for the BP Challenge Youth Getaround competition, but it has also won the Young Engineer of Britain contest and the Schools Design Award from the Design Council.

Mr Barber has now left teaching to become full-time managing director of Hatrick Industries Ltd (the name was suggested by the three winners), a company formed by himself and the parents of the boys to produce the recliner.

The idea came from a local dentist whom the Shrewsbury team approached when doing research on projects for the BP competition.

"He told us that disabled people had to be lifted from their own wheelchair into the dentist's reclining chair, a job which could call for

two or three people", Ingram Legge said.

The team's answer was to produce the Inva-Retro, a device into which a wheelchair can be reversed, locked into place and then tilted by the occupant using low-geared ratchet levers.

After winning the three national competitions in 1981 the team received inquiries from all over the world. The first sale is to a charitable trust in Gloucestershire, which has bought 15 recliners.

At present they sell for £750 each but it is hoped to bring this down to around £450.

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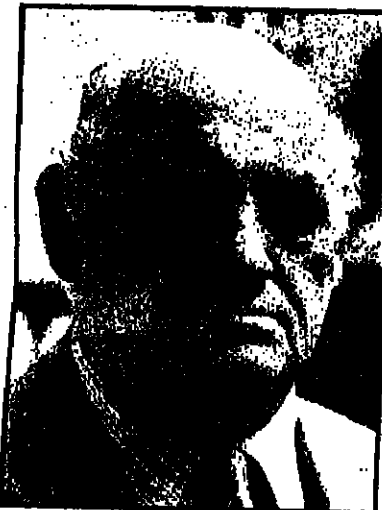
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## NEWS

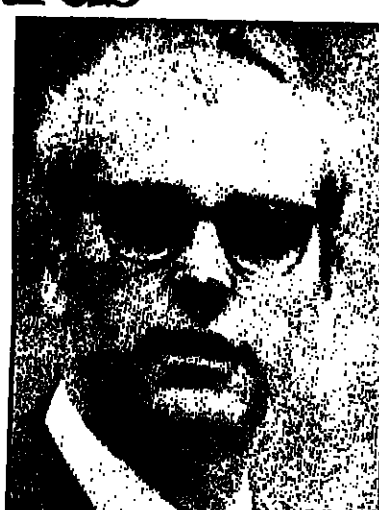
# Queen's Birthday Honours: education awards



George Howard



Robert Boyd



John Tomlinson

Prime Minister's List  
Life Peer  
George Anthony Geoffrey Howard, chairman,  
British Broadcasting Corporation.

Kathleen Bachevalier  
Michael Francis Adams, Royal Society research  
professor, Mathematical Institute, University  
of Oxford; Robert Lewis Fallerton Boyd, pro-  
fessor of physics, University of London, and  
director of the Mullard Space Science Labo-  
ratory; Abraham Goldberg, regius professor of  
the practice of medicine, University of Glas-  
gow; Francis Patrick Mull, QC, chairman,  
Press Council and warden of All Souls' Col-  
lege, Oxford; John Holbrook Othman, MP, for  
political and public service (former member of  
Commons Select Committee on Education,  
Science and the Arts); Alfred Sherman, for  
political service (director of studies, Centre for  
Policy Studies); Alwyn Williams, principal and  
vice-chancellor, University of Glasgow; Roger  
William Young, for educational and public  
services, particularly in Scotland.

Order of the British Empire  
CBE  
Peter Henry Andrews, headmaster of Henry  
Farnham School, Dromfield, Devon; Midgley  
Arnold, Heather Professor of Music, Universi-  
ty of Oxford; Eric Albert Ash, Fender Profes-  
sor of electronic and electrical engineering,  
University College, London; Peter Clarke,  
principal, Robert Gordon's Institute of Tech-  
nology, Aberdeen; Barbara Evelyn Cyprian  
(Mrs Cyprian), professor of chemical pathology  
and human metabolism, University of South-  
ampton; Gordon Elliott Fogg, professor of  
marine biology, University College of North  
Wales, Bangor; John Leather, principal, Derby  
College of Further Education; Matthew Mac-  
millan OBE, lately controller of English Lan-  
guage and Literature Division, British Council;  
John Henry McKnight Pinkerton, professor of  
midwifery and gynaecology, Queen's Universi-  
ty, Belfast; Michael Vivian Pomeroy, chair-  
man, Social Science Research Council; John  
Rae Godfrey Tomlinson, director of educa-  
tion, Cheshire; Owen Lyndon Wade, dean of  
the faculty of medicine and dentistry, Universi-  
ty of Birmingham; Alfred Yates, lately direc-  
tor, National Foundation for Educational Re-  
search in England and Wales.

OBE  
William Beveridge Anderson, rector, Inverness  
High School; Paul Joseph Black, professor of  
education and director of Centre for Science

Education, Chelsea College, London; Edwin  
Henry Buckland, TD, headmaster, Shrewsbury  
Middle School, North Yorkshire; James George  
Dunley, chairman of management committee,  
Dunley School for Dental Therapists; Christo-  
pher George Begbie Farwell, headmaster, Eastham  
county high school, Wirral; Mary Geraldine  
Edith Giles, principal, Department of Educa-  
tion and Science; James Kazianka Gredich,  
professor of law, University of Leicester; Fran-  
cis William Hawkins, HM Inspector of  
Schools, Department of Education and Science;  
Marian Murray Kershaw, director, North

Western Museum and Art Gallery Service;  
Robert Alfred Maguire, partner, Maguire and  
Murray and head of department of  
architecture, Oxford Polytechnic; John Arthur  
Biswell Morley MBE, chairman, Plunkett  
Foundation for Cooperative Studies; Yvonne  
Newman, head of advanced solo studies, Guild-  
hall School of Music and Drama; Reginald  
Ernest Parker, member of Northern Ireland  
Nature Reserves Committee, senior lecturer in  
botany at Queen's University, Belfast; Stan-  
ley William Percival, principal of Charlotte  
Mason College of Education, Cumbria; Peter

Neville Robson, professor of electronic and  
electrical engineering, University of Sheffield;  
James Alexander Slagge, lately HM Inspector  
of Schools (Higher grade), Scottish Education  
Department; Tyndal Davies Thomas, headmis-  
trix of Aberdare Girls' Comprehensive  
School; Edel Dorothy Barbara Thompson,  
HM Inspector of Schools, Department of Educa-  
tion and Science; Michael Toli, music adviser,  
London Borough of Newham; William Utter, lately headmaster,  
St Thomas the Apostle Roman Catholic  
Secondary School, Southwark; Geoffrey Haw-  
kins Wilson, chief inspector of schools, direc-  
torate of educational services, Kingston Metro-  
politan Council; George Henry Woods MBE,  
director of field services, National Association  
of Boys' Clubs.

MBE  
Rusalee Anne Beal, lately director of education,  
Royal College of Midwives; Francis Jessup  
Blagley, lately warden and director of studies,  
Finland Mill Field Centre; James Nigel Boal,  
senior vice-president and treasurer, the Royal  
Brigade, Northern Ireland; Margaret Jean  
Carry, lately headmistress of Woodlands  
School, Chislehurst; Joyce Clarke, lately  
senior administrative officer, Education Wel-  
fare Service, Inner London Education Authori-  
ty; James Edward Coffey, warden of Wood-  
row High House conference centre, London  
Federation of Boys' Clubs; Amelia Winifred  
Collins, for services to the Girl Guide Associa-  
tion; Diana Cook Edwards, head of English  
department, Ynirbridge Welsh Grammar School  
for Girls; Marion Davies Evans, teacher, St  
Dials Infants School, Cwmbran; Alexander  
Munroe Fleming, for services to the Boys'  
Brigade in Scotland; Roy Brother Peter Math-  
ew Pomeroy, teacher, St Aidan's Roman Catho-  
lic School, Sunderland; Sheher Bano Hamid,  
head teacher, Glasgow Language Centre; Mal-  
lie Hayes, school administrative officer, Feltham  
School, London Borough of Hounslow;  
Charles Frederick Hodges, teacher of typing,  
Worcester College for the Blind; Douglas  
Johnston, general secretary, North East Chil-

dren's Society; Peter Vaughan Jones, lately  
in classics, University of Newcastle; David  
Brian Killyerby, headmaster of St George's  
Middle School, Bradford; Barbara Ann  
Ham, matron, Bradford County School;  
School, Abernethy; Donald John Smith,  
headteacher, Craighead Primary School, Mid-  
burgh; Valerie Palmer Marlet, principal, in-  
ter in multilateral studies, school of interna-  
tional relations, University of Manchester;  
Leicester Polytechnic; John Masters, lately  
boot and shoemaking department, Royal  
Training College, The Watling Institute, New  
Elizabeth Mulligan, director, Josephine Mc  
Broome Parvle, field manager, North  
Broome Parvle, field manager, North  
ward Robinson, head of department of  
mathematics and computer studies, Man-  
chester College of Technology; George Boyd, lately  
manager, Construction Industry Training Board;  
Boswell, lately manager, Construction Industry  
Training Board; Edna May Speed, lately prin-  
cipal, Howarth Nursery School, Chester; John  
Harold Tili, principal lecturer, faculty of en-  
gineering and science, City of Glasgow  
Polytechnic; Henry Edward Tomlinson, lately  
ment superintendent, department of local  
ministry, University College, London; New  
Glen Turner, education officer for the  
East; Joseph Francis Witherspoon, lately  
principal careers officer, Leicester.

B Allison, caretaker, Ansonia Grammar  
School, Belfast; Albert R. Blagden, lately  
School College, Oxford University; R. A. Blagden,  
lately headmaster, Heath School, Oxford;  
den, for University College, North  
Surrey; E. M. Cammell, vice-president, the  
HQ, British Red Cross Society; F. C. de  
Martins, services to National Association of  
Boys' Clubs in Middlesex; R. H. de  
St. Mary's, Kent; S. A. Rowland, lately  
to National Association of Boys' Clubs;  
Battisford, West Yorkshire; J. S. V. de  
chief technician, North East London Tech-  
nic.

Diplomatic Service and Overseas List  
CBE  
C. H. Hays, director of education, High  
MBE  
T. E. McField, services to education, Guy  
Islands; M. P. Mirza, services to education,  
Karachi.

Commonwealth of Australia List  
MBE  
Dr. I. C. Burge, for services to physical edu-  
cation and the community.

New Zealand List  
OBE  
The Rev Dr A. M. L. Macdonald, for services  
to education and the community.

MBE  
B. H. Bull, for services to education and  
the community.

Papua New Guinea List  
OBE  
G. W. Gilson, for services to education.

MBE  
M. Shannon, for services to education.

Fiji List  
MBE  
S. C. Naldani, for services to education and  
the community.

Solomon Islands List  
MBE  
The Rev J. Kapagone, for services to educa-  
tion and the community.



Michael Pomeroy



Paul Black



Alfred Yates



Peter Clarke

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you remember your  
 schooldays...



then watch

# BIRTH OF A NATION

by David Leland  
THIS SUNDAY ON ITV 9.30

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# Authorities unite to confront Whitehall over cash curbs

Fears that the Manpower Services Commission's new training and employment programmes will create huge problems for the local authorities will be put to top civil servants next week. They will be asked to urge their ministers to relax curbs on council spending and manning to enable councils to meet the new commitments.

The meeting is an unprecedented move by the local authority associations, who normally deal separately with the Government but have got together because their individual attempts to persuade ministers to face up to the issue have failed.

Sir Keith Joseph, the Education Secretary, and his colleagues have gone on insisting that whatever bills the authorities incur for the Youth Training Scheme will have to be met within their existing spending limits. That policy means either the authori- ties cut back on other services or face penalties which could double the cost

to their ratepayers. The battle to persuade the Govern- ment to change its mind has until now been largely conducted by the local authority educational politicians and the Department of Education and Science, since much of the extra spending will be on further education. But at next Thursday's meeting the associations will be holding their full teams of rate settlement grant nego- tiators, who include their financial

ing in educational institutions and other council establishments.

The paper does not attempt to estimate the costs, and points out that what is worrying the authorities most is that there are too many uncertain- ties about the demands that will be made on them for them to be able to plan their expenditure. They visualize a situation next year where they will be landed with unavoidable new expenditure for which the Govern- ment has made no provision.

The paper has been prepared by the Tory-controlled Association of Coun- ty Councils, who have taken the initiative in calling the meeting. It is being circulated to the other associa- tions over the weekend.

Mr Peter Coles, the ACC's educa- tion under-secretary, said this week: "We are waving a warning flag and trying to get central Government to explore with us the problems lying ahead while there is still time to prepare for them".

Edited by  
Mark Jackson

experts, and they will be talking to representatives of a range of govern- ment departments. The authorities will put forward a lengthy briefing paper which will set out the ways in which the MSC schemes are likely to force extra spending and require additional staf-

# MSC plans face stiff resistance

The education service is preparing to fight the Manpower Services Commis- sion's bid to lead a reshaping of the adult training and education system around the needs of employers. It is determined to preserve the right of local authorities to provide education to help individuals as well as the national economy.

The commission's proposals for an adult training strategy which would steer colleges as well as government training facilities and employers to- wards an all out effort to train people for existing jobs have already been challenged by the Association of Met- ropolitan Authorities.

This week the Association of Coun- ty Councils replied to the proposals in a statement which echoes many of the AMA's criticisms. The ACC agrees that a coherent system which responds to the labour market is needed, and that its immediate priority should be economic.

But it accuses the MSC of paying little more than lip-service to the rights of individuals to obtain training even where it may not directly benefit the economy.

The association says that it believes the existing capacity of the public education service to respond to the needs of employers is being underesti- mated by the MSC.

The ACC does not accept the MSC's call for effort to be concen- trated on those about to start a new job or retraining those already at work. "A specific approach which does not take individual needs and aspirations as one of its starting points could help condemn many of the unemployed to permanent stagna- tion", it says.

New powers and duties for l.e.a.s to engage in training activities are needed, says the association, which agrees that they have a major part to play in helping to change attitudes towards training. It accepts with some reservation the broker role which the MSC has suggested for itself in re- forming the system, saying that the authorities have gained the impres- sion from the preparations for the Youth Training Scheme that the MSC has not been willing to treat them as equal partners.

"It is our firm belief", says the association, "that an adult training strategy will only succeed if MSC accepts a role of genuine partnership with employers and with providers of education and training in particular, in both the development and delivery of the new strategy".

# Companies jump gun on YTS recruitment

Local careers departments are being asked to put forward youngsters "blind" for some of the country's biggest proposed Youth Training Scheme projects, it was alleged this week. The requests are being made by big companies who are jumping the gun on negotiations which will decide the content of the training they will offer.

Mr Ray Hurst, secretary of the Institute of Careers Officers, says that some companies who are still negoti- ating agreements with the Large Com- panies Unit at Manpower Services Commission headquarters, under which they will run projects all over the country, are demanding that the local careers services should nominate their trainees now.

"It's ridiculous to ask us to make the selection without knowing what kind of training is involved", Mr Hurst said this week.

Local MSC offices are unable to provide any information because they will not be told until after the contracts have been signed. The area man- power boards, which have been set up

to approve and watch over projects put forward in their localities, have at present no rights to vet the nationally- negotiated schemes, although some are pressing for this power.

Mr Hurst also reported this week that parents of many youngsters are reacting angrily to the rule under which 17-year-old school leavers who have taken a vocational course are barred from the YTS. "They can't understand why someone who has taken the trouble to get a qualification for a job which is now being absorbed into the scheme should be excluded from consideration."

Careers officers, he said, were find- ing it impossible to produce any good reasons for the rule, and could only hope that the Youth Training Board, which will be reconsidering the eligi- bility of 17-year-olds when it meets on Tuesday, will get rid of it.

The board will also consider revised proposals for monitoring YTS pro- jects, prepared by MSC officials at the insistence of the board's advisory group on standards.

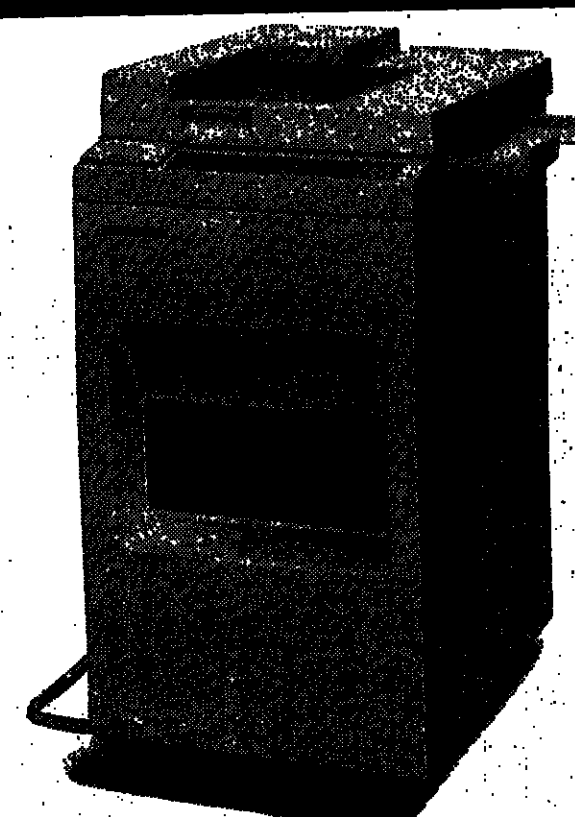
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## OVERSEAS

## UNITED STATES

**Peter David on the controversy provoked by assessment of teachers' competence.**

A funny thing happened in Florida last week. The principal of a private school, convinced that the standard of teaching in the state was too low, asked his sixth-grade pupils to take part of the test that staff are required to pass before they can teach. They scored between 70 and 100 per cent.

The principal, Maurice Kaprow of the Hebrew Day School of Central Florida, who said that his experiment had not been designed to embarrass Florida's teachers, pointed out that his pupils had not taken the test under the same pressures as intending teachers.

But he added: "I just feel that the teachers' standards should be raised. If we are expecting excellence in education, we have to set the standards high."

By 1985 more than 20 states are expected to require teachers to pass competency tests similar to the one required in Florida. So far, however, criticism of the tests has focused on allegations that they are too difficult, not that they are too easy.

In Florida, for example, the imposition of the teacher competency tests has been vigorously opposed by many black organizations because blacks have been failing them in disproportionate numbers.

Fewer than 40 per cent of the students who took the test at Florida A and M, a traditionally black college, passed, raising fears for the survival of the college's teacher training course.

And this is a national trend. In California last December, 70 per cent of Blacks and Hispanics failed a new teacher competency exam.

The disproportionate failure rate of blacks and other minorities has prompted familiar criticisms that the tests are culturally biased. In the Florida test, a number of questions

## Testing time for tests sat by Florida's student staff



American high school pupils... high scores in tests designed for teachers.

ask intending teachers to choose the "correct" response to classroom predicaments, an approach which could reflect differing cultural expectations.

Most states, however, are determined to retain the tests because they are, in general, regarded as almost ridiculously easy - the point driven home last week by Mr Kaprow's sixth-graders.

A typical question asks intending teachers to suppose that one-third of the 480 pupils of a school are absent, of whom three-fifths have 'flu. How

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continuing vestiges of Florida's racially divided education system before 1971.

The ruling, by Judge George C. Carr, means that about 3,000 Florida school leavers, two-thirds of them black, will not receive the usual high school diploma this year. Instead they will be offered a certificate recording the completion of 12 years of public schooling. But this certificate cannot be used for admission to university or many community colleges.

Judge Carr's ruling is expected to have an impact across many states. Enthusiasm for making pupils take "exit tests" has been growing and the Education Commission of the States estimates that 28 states now have some form of proficiency test for leavers. In 20 of them, failing the test can result in failure to receive the high school diploma.

The judgment by Judge Carr in the Florida case has provided states, long on introducing exit tests, with reasonably clear guidelines on how to avoid legal pitfalls.

One of the judge's most important findings was the rejection of the allegation that blacks were discriminated against in the educational system. The court had heard that despite the formal integration of Florida schools, racist attitudes were still spread and constituted an unfair educational hurdle for black pupils.

Civil rights lawyers, challenging the tests, pointed out that although blacks constituted only 22 per cent of the state's school population they accounted for 38 per cent of the suspensions and 60 per cent of pupils placed in special classes for the educationally handicapped.

And in the tests, it was claimed, 10.2 per cent of the state's black children had failed compared with only 1.4 per cent of their white counterparts.

But Judge Carr ruled: "Black and white members of the class of 83 had the same textbooks, curricula, libraries and attendance requirements throughout their school years. The while no two students can have an identical academic experience, the less been equal in a constitutional sense."

His findings may be challenged taken to a higher court, but a consensus among states is that it cannot now be stopped by state law. Teacher competency tests, he is becoming increasingly accepted as a result of public pressure to improve the standards of the schools.

## Finding a cure for a dose of Western delinquency

## JAPAN

**A task force has been set up to study teenage violence. Report by Steve Lohr**

In Japan education means tests - arduously preparing for them, taking them, and then celebrating or agonizing over the results - and seemingly little else.

The rigours of this system take their toll even on the good students. Takaji Kimura, a 16-year-old Tokyo student, recalled that "about three months before my entrance examination for high school, I started to get a stomach ache every time I came across a question I could not answer."

But the pressure of the test season apparently has other side-effects. Before the spring entrance examination this year, a series of violent incidents involving teenage students prompted references in the local press to "the blackboard jungle".

In response, the education ministry established a task force to study the problem and the Prime Minister, Mr Yasuhiro Nakasone, pledged that finding ways to deal with violence in schools will be a priority.

Though the number of incidents was small, the cruelty of some of the young people involved made them the subject of national concern. In February a gang of teenage boys beat up vagrants in Yokohama, an episode the English-language *Japan Times* called a sadistic orgy. In another case, a 14-year-old girl in a school in Kisarazu, near Tokyo, was beaten with a bamboo sword for three hours by a dozen of her classmates.

The assassinations came from affluent families and had no previous record of delinquency. In perhaps the most unusual instance, a physically handicapped teacher in Tokyo stabbed a student with a fruit knife, after being harassed and attacked for weeks by a group of boys.

Juvenile delinquency is still less prevalent in Japan than in Great Britain or the United States, yet school violence has increased sharply in recent years. Educators say the problem emerged about a decade ago and has worsened steadily since then.

According to the national police agency, there were 1,961 violent incidents involving junior and senior high school students on school premises last year, 60 per cent more than three years earlier. The number of cases of violence by junior and senior high school students against teachers reached 843 last year, four and a half times the number in 1978, when the police began counting such cases.

The numbers are small considering there are 10 million students in 16,000 junior and senior high schools but the reported cases are said to be only an indication of the problem.

"The high-pressure, cramming education is one of the major reasons for school violence," said Mr Michio Nagai, former education minister and



Japanese teenagers are increasingly influenced by the individualistic values of the West.

a professor of educational sociology at Sophia University. "There's no question about it."

Other explanations form a familiar litany: the rising postwar affluence has brought a steady if slow, by western standards, breakdown of traditional family values and the discipline of children. The parents of today's problem children are generally in their late thirties or early forties, the first post-war generation, reared under American occupation and its push to democratize Japanese society. One cabinet minister blamed the United States occupation for the violence in schools. In Japan, the rise of individualism is often viewed as the corruption of society.

**"The high-pressure, cramming education is one of the major reasons for school violence."**

Japanese children, increasingly influenced by the individualistic values of the West, are also more likely to rebel against the system of uniform education that stresses learning by rote, educators say.

With fewer children and higher incomes, more families can afford to send their offspring to the notorious night schools to cram for exams.

Regardless of test scores, 95 per cent of students go on to high school compared with 82 per cent in 1970 and

57 per cent in 1960.

Most, if they choose, can eventually get into some university, where attendance has also climbed considerably. In 1980, 38 per cent of all high school graduates went on to college (including 11 per cent who attend two-year colleges).

Though the path to higher education in general is fairly wide, it is extremely hard to gain entry into the name-brand schools.

Every year there are students who commit suicide before the exams or, more often, after receiving disappointing scores. In 1981, 1,777 people aged 24 and under committed suicide in Japan.

The *Asahi*, a leading Japanese daily, charged in an editorial that "schools today function merely as places where students are eliminated through testing."

The result is that by the high school years, if not before, "the horizons of a student's ambitions for life are largely determined," observed Ivan P Hall, an instructor at Gakushuin University.

According to some educators, the way to improve the system is to diversify the entrance criteria. Mr Nagai, the former education minister, recommends having test scores account for half the weight in determining acceptance, with the institution's evaluation of a student's other talents and interests serving as the other half.

But despite the sporadic violence, there is no sense that a student revolution is under way. With the slowdown in economic growth, students have become more willing to go to less prestigious vocational schools, which claim about 30 per cent of all high school students.

Toshitada Yoshihashi, principal of the Tsurumi Industrial High School in Yokohama, reports that "starting about three years ago, my school began getting more high-level students." And change is bound to be resisted because whatever its drawbacks, the Japanese education system has considerable strengths.

The centralized, exam-bound approach has high standards in such basic skills as mathematics, language and engineering. The resulting high literacy rate and technical competence receives much of the credit for Japan's high economic growth since 1945.

Various studies have shown Japanese students to be the most proficient in the world. In 1970, a United Nations-sponsored group administered identical science tests to ten- and fourteen-year-old children in 19 countries. In both age groups, the Japanese youngsters got higher scores overall than children in any other nation.

More controversial were findings of psychologist Dr Richard Lynn published last year in the magazine *Nature*. Based on intelligence tests conducted in 1975, Dr Lynn found that Japanese schoolchildren had an average IQ of 111, the highest in the world.

## Going Dutch on hours

## NETHERLANDS

Dr Wim Deelman, Dutch Education Minister, has asked teacher unions to accept a shorter working week for their members which would create an extra 10,000 jobs in primary and 5,500 jobs in secondary schools.

For primary school teachers this would mean a half day free per week and for university staff one extra hour free plus unpaid leave around Christmas. For all teachers it would mean a loss of earnings.

Two thousand of these jobs would be created by giving young first appointment teachers a 3/4 instead of a 1/2 day working week, (children have Wednesday afternoons free in Holland) which after five years, for instance, could lead to full-time appointments.

To reduce the number of compulsory redundancies - which this year alone amounts to 12,000 as a result of cuts, a fall in pupil rolls and larger primary school classes - the minister suggests "shared" dismissals.

This would mean that providing two teachers were willing they could share the full-time redundancy by working part time and then claiming the appropriate amount of unemployment benefit for the other half.

Although the three largest primary teachers' unions in Holland are prepared to work the 10 per cent less per week being asked, they are far less willing to take the 10 per cent cut in salary.

Teachers have already seen their salaries eroded by nearly 4 per cent due to inflation.

Lynne George

## French at the deep end

## CANADA

French immersion, a Canadian variation on an ancient method of teaching languages, is continuing to draw praise - and excite controversy.

A group of English-speaking parents near Montreal devised the scheme in the mid 1960s as a simple, inexpensive, yet effective way for children to learn to speak French. The parents were troubled first by the predominantly French-speaking province of Quebec, English children were studying French for years and were not learning to speak a word. Their solution was a marvel of boldness and simplicity - teach the children entirely in French from their first day of school.

The aggressive Montreal Authority voted to pressure and agreed to a pilot scheme, naming Professor Wallace Lambert of McGill University to monitor the experiment. The main-

hibited five and six-year-olds were soon babbling to each other and to the teacher in French, and Professor Lambert was able to show that their English competence continued to grow.

Formal teaching of English was introduced for nine-year-olds, and by the age of 12 the children were functionally bilingual and were doing at least as well in English as comparison groups who knew far less French.

Immersion quickly spread across the country, more often than not being forced upon the local authority by parents. And although it was evaluated again and again the research always found that the children's command of English was not deteriorating.

**French Immersion: The Trial Balloon** That Flew, Sharon Lapkin and Merrill Swain, Toronto: The OISE Press, 1983.

Lee McLean

## Easy targets: teachers bear brunt of official war fury

## PERU

**Colin Harding on why government counter-insurgency forces see village schoolteachers as a threat.**

On the night of May 27, 10 key pylons carrying electricity to Lima from hydroelectric power stations in the Andes were blown up by left-wing guerrillas. In the ensuing confusion, up to 100 bombs were planted around the capital. Many did not go off, but incendiary bombs destroyed a German-owned acrylic fibre factory just outside the city, causing at least £40m damage.

The police immediately rounded up hundreds of suspects in Lima. One of the first to be detained was Laura de Zambrano, a teacher who had been active in self-help training programmes in the shanty towns where almost half of the capital's five million inhabitants live. The authorities announced that she was one of the leaders of the Maoist guerrilla organization known as Sendero Luminoso (Shining Path), which has been waging war on the elected Government of President Fernando Belaúnde Terry for three years.

Teachers and students have long been among the favourite targets of the security forces striving to penetrate Sendero's national network. The movement began in the University of San Cristóbal de Huamanga, in the highland department of Ayacucho, in the mid-1970s, and rapidly spread to other universities throughout the country. Its "prolonged people's war" was launched in May 1980 with a series of sabotage attacks on electricity pylons and other public utilities all over Peru.

Guerrilla actions, such as raids on police posts and armed attacks on isolated farms and villages, began

soon afterwards. Most of them were in the Andean departments of Ayacucho, Huancavelica and Apurímac, where the Government first declared a state of emergency in December, 1981, and sent in the armed forces a year later to root out the guerrillas.

Teachers in the village schools came under immediate suspicion of guerrilla sympathies. For several years the main teachers' union, SUTEP, had been in the hands of the militant Left, and many members described themselves as Maoists.

It was of little interest to the authorities that SUTEP was dominated by a faction opposed to armed struggle, which had decided to take part in the 1980 elections. It was sufficient that village schoolteachers were often known for their left-wing views for them to be lumped together with the "subversive delinquents".

The heartland of Sendero Luminoso is poor, isolated and largely Quechua-speaking. The predominantly Indian population live in hundreds of small villages, scratching a meagre living as subsistence farmers. In these communities the teacher is almost invariably the most educated person around. They are often outsiders, and in some cases have been sent to out-of-the-way spots by the Ministry of Education as a punishment for political and union activities.

When Sendero began to carry out logistically and militarily complicated operations in the highlands, many politicians and military commanders refused to believe that the Indians themselves were capable of such undertakings. They knew the leaders of the organization were university graduates, and in some cases professors, but at a local level they assumed that primary schoolteachers (the only schools to be found in rural Peru) must have a hand in Sendero activities.

In Ayacucho and neighbouring de-

partments many teachers have been violently at the hands of the security forces. In mid-April a delegation of schoolteachers travelled to the departmental capital of Ayacucho to complain that two of their colleagues in the villages of Paras and Socosma had been shot dead by police from the counter-insurgency unit known as the Siachos. One of them had been machine-gunned in front of his wife and children. They said that three teachers had been killed previously by the security forces in Paras.

A few weeks later reports were published in the left-wing *Lima daily El Diario de Marka* of the murder of Jorge Tineo Munárriz, the village schoolteacher in Huambupa, in the Cerro de Tarma province, where the guerrillas have been particularly active. The report said he had been shot either by military intelligence agents or "paramilitary forces" - meaning armed peasants recruited and trained by the military as auxiliaries.

As a consequence, many schools in rural areas closed down, because teachers were too frightened to attend. The Ministry of Education responded by ordering them back to work on pain of dismissal.

After the Lima bombings the whole of Peru was declared in a state of emergency. The authorities have dropped the pretence that the guerrillas are an isolated phenomenon, and are now an isolated phenomenon, confined to the backward, Indian parts of the country. Sendero sympathizers claim the organization has penetrated even the state bureaucracy and security agencies.

The Government appears to be admitting as much by talking of introducing a new, elite, counter-insurgency force. The casualty rate among mountain village schoolteachers will probably remain high, but the focus of the campaign appears to be shifting to the schools, universities and shanty towns of the big coastal cities.

## Bricks and mortar diplomacy

## INDIA

**A S Abraham reports efforts to obtain international help in building and extending primary schools.**

The Indian Government has begun talks with Britain and Denmark about aid for constructing primary school buildings in several Indian states.

There is a huge backlog in school building. Many schools, especially in rural areas, are of pre-war vintage, many others, urban as well as rural, are housed in ramshackle, dilapidated structures.

The provincial governments, constitutionally responsible for education, are torn between extending it in primitive conditions to more children and giving those already in school better facilities in the hope of keeping them there (the national average primary school drop out rate is 60 per cent). Hence the requests for aid.

Since provincial governments cannot conduct aid negotiations on their own, the Federal Government, responsible for all foreign relations, must do so for them.

According to the latest (1982-83) annual report of the Federal education ministry, which has disclosed the aid talks, West Germany will also assist in producing elementary

science kits in at least two states. The report says that in 1982-83, more than four million children were enrolled in primary schools, just exceeding the target for the year.

But middle school enrolment fell short of the year's target of 6.3 million, with only just over four million signed up.

Nearly 2.5 million children at primary and middle levels were covered by non-formal education schemes available at 100,000 centres, most of them newly opened in nine states considered among the most educationally backward. These include Bihar, Madhya Pradesh, Uttar Pradesh, Orissa and Rajasthan in western, northern and eastern India.

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## LETTERS

## Sedgehill's forte

Sir - I am extremely delighted that the reputation of Sedgehill School as one of musical excellence has reached the population through your columns. On our recent tour of the United States, the congressman for whom we played in front of the Capitol, commented that he thought we were Sedgehill School for the Musically Gifted. Obviously he was impressed with our performance.

However, before we are overwhelmed with applications from musically gifted parents wishing to send their musically gifted children here, I would like to point out, through your columns, that Sedgehill School is a comprehensive school in the Inner London Education Authority which is fortunate to have among its numbers some very gifted children.

A J MASTERS  
Sedgehill School  
London SE6

## Tracing tinnitus

Sir - With reference to the letter from Paddy Ladd of BBC TV (TES, May 27) teachers will, of course, always be on the lookout for children with a loss of hearing; but what will teachers do if a child states that he or she has noises in the head or ears?

Tinnitus can be many types of noises and a child may well say that music or birdsong is heard all the time. What would a teacher do in such a case? Some parents think the child is fantasizing but the child may well be truthful and in need of medical care.

VIC MERRYWEATHER  
The British Tinnitus Association  
Royal National Institute for the Deaf  
105 Gower Street  
London WC1

## GCE results

Sir - I guess I should feel threatened by this letter which followed my comment about the overlap between the University of London Board's January GCE results and the June GCE entry date.

I would simply like to say I cannot possibly quibble with the arrangements outlined in Mr Stephenson's letter (TES, June 3). I have asked him to ensure these details are passed on to the staff, who respond to telephone inquiries, since the comments I had received did not reflect the regulations.

Is it the same case with the RSA (raised by A Suddick, TES, May 27) we ask ourselves?

MARK FEATHERSTONE-WITTY  
Principal  
Capital College  
47 Red Lion Street  
London WC1

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## Value of parents

Sir - It is very encouraging to see the apparent shift in attention being given to the importance of parents - and those acting in a parental capacity - being the primary agents for planned interventions with children and young people. For too long educationalists, sociologists and psychologists have looked to explaining away failure by reference to static and seemingly unchangeable casual factors such as "disadvantaged backgrounds" and "low intelligence".

Further, where some practical advice has been offered it has often been with regard to the minutiae of method and not with the practical difficulties in implementing and maintaining a system which works over an on-going period. All too often mere exhortation has replaced the need to

analyse available resources for delivering services which are likely to optimize success.

In all these respects the Portage System of home teaching through parents backed up by positive monitoring, scores some important advantages over traditional approaches. This year at Ramsey Hall, London W1 on September 16, 17 and 18, the National Portage Conference 1983 will be presenting a whole range of exciting variations on the theme: "The Importance of Parents". Any of your readers who may be interested in this conference may contact me at the address below for further details.

BRIAN DALY  
Educational Psychologist  
Schools' Psychological Service  
Seabrook House  
22 Shipton Close  
Dagenham

## Exorcizing the exams spectre

Sir - As the parent of a son who is in the third year at a comprehensive school in Wales, I have understandably found much of interest in the recent articles and correspondence comparing the standards of education in Wales with those in England.

Mr Brian Evans (TES, May 27) quite properly makes the point that any attempt to place responsibility for the underachievement of pupils in schools in Wales, is naive and simplistic, but he fails to advance any solution to what all concerned parents see as a failure. Of the teaching process, Mr Sward (TES, May 6) is confident that, the cause of this is not due to lack of motivation on the part of the pupils, or to poor teaching, but places the blame on the exam system which, he says, is totally inappropriate. From the parental point of view, it does nothing to restore confidence in the state educational system, to see that in a matter of such critical national importance, experts are unable to agree, and instead of devoting their energies to promoting a solution, argue fine technical aspects, or score debating points in the correspondence columns of your newspaper.

May I suggest, with all temerity, that the cause may not be in an exam system which is totally inappropriate for assessing the achievements of large numbers of children, *vide* Mr Sward, neither is the solution, as suggested by Mr Brian Evans, to review from time to time the syllabuses of the subjects in which the pupils are to be examined. Rather, it seems to me, in view of the large backward shadow thrown over the

preparatory years by the exam spectre encountered in the fifth and sixth years - a prospect which blights and hampers a proper educating process - that it would be preferable to scrap the exam system as it is known today. I have a suspicion that it is mainly parents and bureaucrats who maintain the exam system.

My experience, as an employer of qualified, technical staff, leads me to believe that there is no real substitute for a broad, general education free from the pressures which premature examinations induce. Equally, there is real harm in immature specialization which is inculcated by an examination system. Since some form of assessment is necessary to ensure that the limited resources of further education are made available to those who will most benefit by them, I suggest that this is done by the universities, polytechnics and similar institutions of further education, employing contemporary selection techniques which are well established in industry.

The process, like any other involving the assessment of individuals, is not foolproof, but on balance would involve less waste of resources, both human and material, and allow the task of providing a general education suited to the needs and abilities of pupils between the ages of 12 and 16.

ROBERT ROBINSON  
Phillimore  
Llanmadoc  
West Glamorgan

## Engineer scale

Sir - I am a professional electronics engineer who entered teaching after a PGCE course and I'm now head of physics at a comprehensive school. I am encouraged by the current boom in technology linked to vocational training for the 14 to 18-year-old age group, and it seems that there should be ample opportunities for advancement for someone with my type of background.

Frustratingly, however, I find that there is no career structure open to me in the secondary school system and that there are few vacant external posts at the appropriate level. It just does not make economic sense to move house and home for a transfer from Scale 3 to 4 but higher levels of responsibility in schools generally concern pastoral or administrative roles.

I am eager to make a contribution that would utilize my full potential as an engineer/educator at a more senior level but I am forced to agree with the writer of "Vacant Posts" (Letters, April 29) that I feel trapped and will have to look to FE for promotion. Is there not a need for a central register of engineers in secondary education, to match the resources to the tasks, and, secondly, an additional "engineer scale" to the Burnham Scales to attract engineers into schools?

When I first entered teaching, shortly after the Houghton settlement, my salary was comparable to my contemporaries in industry, but now I seem to be 40 per cent down.

ROGER W SMITH  
Badsell Lane  
Applenton  
Oxon



## Teachers' wards

Sir - I was pleased to read the article on "Teaching hospitals" (TES, May 6). It is high time there was some recognition and information about the hospital teaching service within your pages. I would like to comment on two points.

First, about the patient's own school - some schools, both primary and secondary, are marvellously supportive and caring, but others are absolutely shameful in their total neglect of their pupils. I think the motto of these schools must be "out of sight, out of mind".

If only the teachers could see the joy and pleasure children get from letters and visits from school when they are hospitalized, and contrast that with the child whose school ignores him/her, even after the hospital teacher

has contacted them for work, then perhaps they would realize how important it is that link with normal life outside the hospital.

Second, Dr Marie Roe says: "There is still a need for education about hospitals in the primary classroom." I believe there is a need in any classroom.

I am sure that a certain amount of grassroots education about the schooling needs of hospitalized or convalescent children should be an essential item both of staff in-service training and for discussion in the corridors of power. We do work very hard with limited facilities to help children go on learning in hospital - we don't just keep them amused.

JEAN GIBBS  
Teacher in charge  
School unit  
Princess Margaret Hospital  
Swindon

## Hawthorne Effect

Sir - Brian Cann ("Talkback", TES, June 3) refers to "research showing a significant increase in the examination performance of girls taught in single-sex groups". A thorough appraisal of large-scale research over many years produces an opposite effect. The "out of line" result may be due to the Hawthorne Effect - a special situation producing unusual interest for the time being.

R D DALE  
40 Regent Road  
Skipton  
North Yorkshire

## Original text

Sir - Readers of Jessica Yates' article on censorship in children's books ("Cannibalism is taboo", TES, June 3) may like to know that the text in the original hardback edition of Robert Westall's *The Machine Gunners* has not been changed and that it is still available.

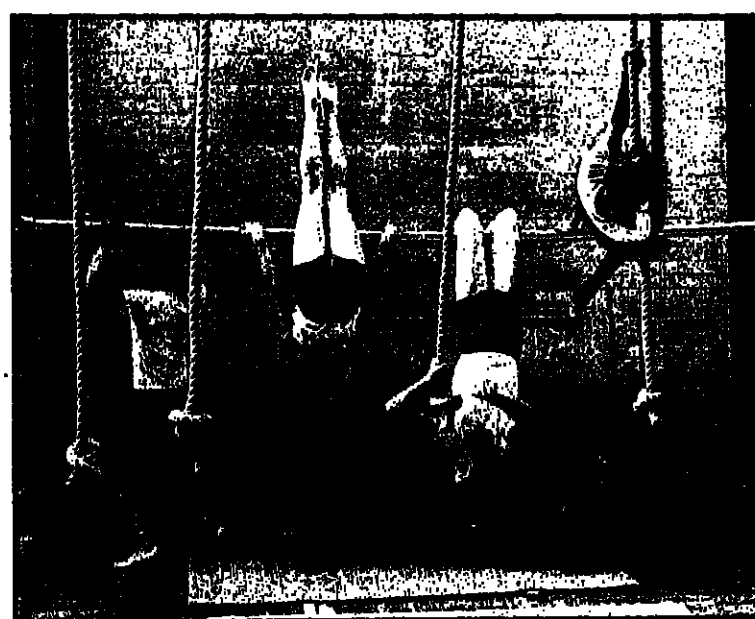
MICHAEL WACE  
Publishing director  
Macmillan Children's Books  
4 Little Essex Street  
London WC2

## Sport a means, not an end

Sir - I share Len Almond's concern for the development of the potential and richness of physical education within our schools today (TES June 10). The time and energy that a physical education specialist devotes to extra-curricular activities can undoubtedly prove to be a barrier to this development, but I must question the source of the philosophy that these activities should form such a large proportion of a physical education department's programme.

Mr Almond mentions the role that headteachers play in determining the importance of extra-curricular activities. Many headteachers and senior members of staff are only made aware of the existence of professional qualities within physical education departments on such occasions as sports days and inter-house competitions. They can therefore only attach importance, and give recognition, to these activities. I feel that it is the role of the physical education department, and the head of the department in particular, to educate the senior members of staff on the values of physical education and the contribution it can make to the overall school curriculum.

The role extra-curricular activities play in physical education programmes has been much influenced by the type of establishment that Mr Almond lectures in. From the time the first specialist physical education teacher training colleges came into existence there has been great stress placed on the relative strengths of various colleges in separate sports. International athletes and top games players have often been seen to gain entrance into a specialist college with less reference being paid to their potential teaching qualities.



It is against this background that many of our teachers have been trained. Therefore, it is not surprising that when they leave college and enter the profession they embark upon a type of elitist system that allows a large proportion of their time spent at the school to be directed to a relatively low proportion of pupils.

While agreeing with the fact that all school fixtures and extra-curricular sporting activities should not come to an end there is a need for a rational approach towards planning a department's allocation of time. The issue is not whether school sport should exist but the degree of importance that should be attached to it and the

educational reasoning behind its implementation within the physical education programme.

Headmasters and senior members of staff along with other subject staff should be made aware of the fact that school sport is a means of educating a child for life through physical education and not an educational end in itself. Only when they accept this will they begin to recognize and value our contribution to the overall education of our children.

S DAVIES  
Head of physical education  
Bristol College  
Bristol

## Media studies

Sir - It was good to read in *The TES* of May 27 a report of the first national conference for media studies in primary education.

This was a most welcome initiative by the Society for Education in Film and Television. The emphasis of this first meeting was, understandably, mainly on film and television. But as Carry Bazalgette implies in her account, a much broader approach than this is required. In fact many primary teachers are already doing just that, covering for example, advertising, newspapers, and radio in imaginative and practical ways.

For teachers wanting to learn more about broadcasting, the BBC has a range of free explanatory leaflets particularly on radio and there is to be a half day meeting for primary teachers in Peble Mill in July.

RODNEY SMITH  
The School Broadcasting Council  
for the United Kingdom  
Peble Mill Road  
Birmingham

## Bridge schools

Sir - Please can you help me find any other primary school whose children (not staff) play bridge.

Four of our top players entered a heat of the *Daily Mail* Schools Cup, held at Eton College, and out of a field of 16 teams of mostly sixth-formers, we felt we did not disgrace ourselves to end thirteenth with a score of 43.84 per cent. However, we would very much enjoy the chance to play with other primary-age players, and would be ready to travel far to do so.

M THOMPSON  
John Rankin Junior School  
Henshaw Crescent  
Newbury

## French offer

Sir - I am teaching English to pupils aged 11-15 in a medium sized French state school. My school would be very keen on exchanges with English children. Interested schools can contact me at the address below.

M ROBINSON (Mme)  
Collège d'Etat, 63160 Billom, France

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## Scouting review

Sir - The Scout movement has set up a small working group to reconsider its relationship with schools and colleges and with teachers and young people within them. It is anxious to hear from individuals who have observations to make which might be of help in its deliberations.

The areas under consideration are:

- A reconsideration as to whether schools or colleges could be used to develop scouting;
- Ways of strengthening existing relationships between scouting and the 8-11, 11-16 and 16-20 age ranges;
- Ways of making the movement better known in schools and colleges.

Anyone wishing to comment is asked to send their views to John Gelder, Relationships Department, at the address below by August 15.

MARTIN FORD  
Chairman, Scouting and Schools Working Group  
The Scout Association  
Baden-Powell House  
Queen's Gate  
London SW7 5JS

## Retrograde step

Sir - No doubt one education welfare officer in the country will be antipathetically honoured that our service was singled out for mention in the Conservative Party election manifesto. The proposal is to restructure the service by bringing back the attendance officer.

Every other education welfare officer will not be impressed by this retrograde step. If the Government was serious in wishing to improve the attendance rates, it should immediately restore the cuts made in educational provision.

The EWS client group are the first to suffer from a curriculum which was never designed to meet their needs, and proposals to introduce a technical training course from 14 years will only divide pupils into those who will have an opportunity to change subjects, and those who will be given no opportunity once they have been slotted on to these courses.

ROSEMARY LOVATT  
President  
National Association of Social Workers in Education  
20 West Court  
Wembley Middlesex

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Country	No. of days	From £
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Holland	4-8	68
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GELDERLAND	4-8	70
VALKENBURG	4-8	70
GERMANY	5-8	90
RHINELAND	5-8	87
MOSELLE	5-8	102
BLACK FOREST	6-8	102
SCANDINAVIA	7-10	143
DENMARK	7-10	146
NORWAY AND SWEDEN	7-10	146
SWITZERLAND	7-10	138
LAKE GENÈVE	7-10	134
LAKE LUCERNE	7-10	138
ENGADIN	7-10	138
BERNESE OBERLAND	7-10	138
AUSTRIA	7-10	103
TIROL	7-10	112
SALZBURG AREA	7-10	112
AUSTRIA & HUNGARY	10-12	175
COMBINED TOUR	10-12	175
SPAIN	8-10	146
COSTA BRAVA	8-10	146
ITALY	9-11	187
ROME	9-11	188
SORRENTO & AMALFI	9-11	116
VERICE & LIDO DI JESOLO	9-11	116
2 CENTRE TOURS	9-11	128

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## FEATURES

# The Lucrezia Borgia method

Lynne Reid Banks, author of 'The L Shaped Room', tells Susan Thomas why drama training is the ideal background for teaching

Some people court drama. Even to approach them involves you in farce or tragedy. Lynne Reid Banks, actress, novelist, teacher, playwright, is one. For her the morning meant that the car broke down, the cat killed a bird and the workmen took the roof off just in time for God to fill the attic with hail. For me it meant two suicides on the line, no taxis, God synchronising his hallstorm with my walk from the station and quite the most exciting interview for a long time.

These are also the people who are the truly memorable teachers. "My kids never lacked motivation", she said proffering dry clothes, coffee, cheese. "They were too keen to be in the plays and magazines. When we had to learn something boring I used to bribe them with my acts." Acts? "Lucrezia Borgia. They loved that. I'd roll on the ground, kick my legs in the air, gasp and gurgle. It was very effective. . . I think Lucrezia Borgia grew out of the word 'poison'.

"We used the Natural Method - never translated anything so I had to damn well act or they couldn't understand a word. Lord knows how I managed."

Lynne Reid Banks taught, not in some drab, inner city seminary, but an Israeli Kibbutz. The daughter of a Scottish doctor and an Irish actress, educated in England and Canada, failed actress and successful writer, she lived

and taught in a Galilean Kibbutz for eight years. "Life mirrored art" she says. After the successful *The L Shaped Room* she wrote *An End to Running* in which an English girl living on a kibbutz is asked to become the teacher. Then in 1962 Lynne returned to live in Israel and, to her surprise, became a teacher.

"It was just dropped on me. I was working in the vineyards - bloody hard, hot, tiring work and they asked me if I'd do it just for a while. I was delighted. Anything to get out of the vineyards. What I didn't know was that almost everyone of the English-speaking Kibbutzniks (and that was a third of the population) had either tried and given up or turned it down flat.

"When I said that I had no qualifications they promised to send me on a course. The thing was the children were 11 and at 11 all Israeli children start English. "The 'course' turned out to be a half day session with Ruhama Regberg. "The goddess of the Natural Method. An amazing woman. She had an attendant in tow to carry all her aids - pictures of people doing things to illustrate verbs, adjective pictures, mood charts. She had a complete tea-set, pots and pans, whole tea chests full of things. As well as the famous 24 Model Lessons.

"She had us standing up, sitting down, poking our tongues out, shaking hands. We were never still for a moment. And when it was over, we were sent away to make the aids and teach our classes for two years without speaking a word of anything except English. That last proviso was the only easy part for Lynne whose Hebrew was embryonic at that stage. "I skinned through the first few model lessons, planned out my first day and went to it. . . full of enthusiasm and amazingly few

doubts. But I was a little surprised at the informality - bare feet, vests and shorts.

"That class was marvellous. Eighteen of them welded into an indissoluble group. They had lived together, eaten, slept, played together since they were born. Their other teacher - an angel, a saint - was their friend, confident, dutch uncle. He taught them, tucked them up in bed at night - he was everything to them."

Amazingly they accepted Lynne who brought strange ways ("I expected them to stand up when I walked into the classroom - in Israel - can you imagine, in Israel!") and an even stranger curriculum.

"Unfortunately in my enthusiasm I failed to notice that they weren't supposed to write anything until the second year."

Aware that she had a mighty task in hand, she set to with a will and on the first day taught them to sing the alphabet song, a vowel song ("That's a difficult concept, there are no vowels in Hebrew"), to say and write their own names and practice the first of many conversations: "What is your name? My name is Yossi. What is your name?" A lesson lasted 40 minutes.

Worst of all, she started them on the alphabet charts. This involved writing the letter A in upper and lower case letters, in print and cursive writing, drawing and labelling an apple. "You know that in Hebrew the writing is all backward and is never joined up. Can you imagine how they managed? Of course all this was absolutely forbidden. The Natural Method meant understanding, speaking, writing in that order. The only thing is, nobody has explained to its creators that what is natural at two is not natural at 11."

Poor little B's, she had thought, what a lot they've got to learn and by the end of the term had them writing free compositions. She maintained interest and discipline with a combination of bribery, entertainment and brute force. "Just occasionally I'd swipe one with a book. Strictly taboo but by then they were doing so well with their English no-one complained."

Already a performed playwright in England, she began to write and adapt plays for the children to perform at festival time. *The Hypnotist*, and *The Corner Imp* for the little ones; *Androcles and the Lion*, *Oedipus*, *The River Line*. "It is lovely, years later to be able to go back and find them still doing my plays in Kibbutzim all over Israel."

She taught as she writes - intuitively, letting the character take over and direct the action. It was very child-centred, very 'sixties and very successful. Perhaps it worked so well because the rest of the syllabus was rigid, in the accepted scholastic tradition and free expression was anathema.

"How", she was asked "can they express themselves in a language which they know so imperfectly that they must make mistakes?" "How" she would counter "are they to express themselves if they don't have the freedom to make mistakes?"

At the end of the first year, however, she attended a conference of English teachers and discovered to her horror that she had done it all wrong. "I felt very humble for three or four days. Then gradually as one after another the teachers stood up and moaned about their kid's lack of enthusiasm and commitment to learning, I began to feel much less humble. In the end I stood up and asked them why this should be. My kids never lack motivation. Perhaps those teachers weren't asking enough of them? "But that bloody course inhibited me. In the second year I was divided against myself - knowing what work

ed and feeling that it shouldn't."

In the third year when the children went on to the high school shared with three other Kibbutzim, she went with them. "When I realised how much better they were than the other children I demanded that equality or no equality, they should be taught separately. In fact that was the start of streaming for English in the Kibbutz schools. "I taught that class through to university entrance - brought them over to England, took them to Stratford. When I think about it, did so much it's no wonder I didn't write anything."

By 1970 she felt unsettled. "Partly it was the sameness of life in the Kibbutz - partly the desire to write again - partly the knowledge that I wouldn't be able to continue teaching without taking my teachers' certificate. "Had the lack of teacher training hampered her? "Not a bit. My drama training, which did nothing for me as an actress, was the ideal background. The only thing I wished I had studied was drawing."

Trained or not, she left her mark on the teaching of English as a foreign language, with her emphasis on drama, free expression, learned conversations and free choice vocabularies. In 1970 the family returned to London where all the pent-up stories of the past decade rushed into print. *The Backward Shadow*, *Two is Lonely*, a number of books for young people and the award winning books on the Brontës - *Dark Quartet* and *Path to the Silent Country*. Above all, she says, she is a story-teller and when I interviewed her had just finished reading *Children at the Gate* for *Story Time*.

Since 1970 she has done no teaching. "RADA is no qualification to teach here, but I spend a lot of time in schools talking to kids

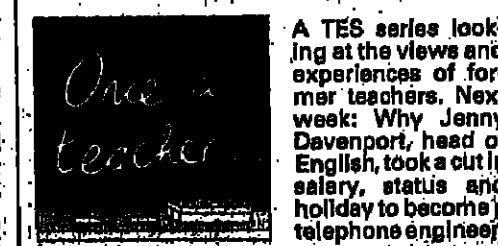


about words, books and writing - about the pleasures of feeling the story run away with you - of losing yourself in a book - how a novel comes together - how a book is published. If you ask me my ideal set-up for talking to children I can tell you very precisely. A group of 11-13 year olds, ideally American children, sitting on the floor in their own school for one hour ten minutes. American children are much more lively, interested and interesting.

"English children are OK up to eleven or twelve. After that some deadly, brain devouring disease sets in. I swear to God you could set a bomb under them and you wouldn't get a reaction. I know," she said with quiet exasperation, "that they get peer conscious and egg bound but American kids and Israeli kids don't get it like that. They get boldy, bloody boldy! But they don't turn into zombies."

Clearly she has reached the point where she may stand up any day now and ask us why our pupils are so desperately lacking in motivation. Is it that we don't ask enough of them or dammit, that we can't get our Lucrezia Borgia act together?

A TES series looking at the views and experiences of former teachers. Next week: Why Jenny Davenport, head of English, status and holiday to become a telephone engineer.





## FEATURES

# MARKED FOR LIFE

## Celebrating success...

The Oxford Certificate of Educational Achievement (OCEA) is intended for all pupils, across the whole ability range, and will contain three components - a record of success in external examinations, the results of graded assessments (at first under the headings of English, mathematics, science and modern languages) and a personal profile describing the pupil's achievements in and out of school. Every entry is to be positive, says Christine Hunter, secretary to the Oxford GCE board; the aim is, to use a current Oxford buzz-phrase, to provide "a celebration of success."

Tim Brighouse, the county's chief education officer, and Harry Judge, director of the university department of educational studies, proposed the idea to the board, of which they are members, last summer. Aware of the existing and foreseeable levels of youth unemployment, the steady devaluation of most academic certificates and the fact that 16 plus can no longer be considered the effective school leaving age, they decided the time was ripe "to have a crack at the whole exam system and see if something could be devised which would provide realistic expectations for all youngsters and, at the same time, unlock a whole lot of talents which we know they possess."

Brighouse is emphatic that OCEA is not being designed for employers' convenience alone, "though many are showing interest in what we're doing and saw they will find it useful." He believes that the education system has always, perhaps despite its declared intentions, met the needs of industry. "When they demanded hundreds of thousands of unskilled and semi-skilled recruits, we did the sorting. Now they say they're looking instead for a variety of skills and capabilities, we're going to search them out. The real importance of the certificate, however, will be as a powerful vehicle for curricular change."

Like everybody concerned with the project, Tim Brighouse is reluctant to make great claims for it, but can't resist doing so. "It is a massive breakthrough, capable of creating a new sense of unity," is followed by the cautious codicil, "OCEA is a modest attempt to meet the needs of young people... it's no panacea... like every innovation it can have its dark side."

Very soon other local authorities, first Leicestershire and Somerset, and later Coventry, joined in the work of Oxford's triple alliance. The board's research officer, Dr Alan Willmott, says their commitment is incredible. All the secondary school teachers to the research and development groups and inspectors, advisers, heads and teachers for the working committees. On 25 May, 120 of them

subject differences they had a lot in common. Next September, 14 Oxford, Leicestershire and Somerset teachers will be working, partly in the university department and partly at the exam board, for the Oxford Special Diploma in Educational Studies. Their course will be designed to make a contribution to the development of OCEA. They will be joined by a Coventry contingent in 1984.

On the face of it, component E - the record of external examination success - looks straightforward. "But we've got to be very careful how we word it," says Christine Hunter. "It's a sensitive area. We must not be seen to be taking over the work of other boards - GCE, CSE, CGLI, BEC/TEC and so on - and certifying or validating them. We can't allow ourselves to be accused of trespass." They are going to have to decide where non-scholastic achievements, like graded tests in music, shorthand, live-saving or, for that matter, Scout badges or Duke of Edinburgh awards, might fit into their certificate.

Perhaps the most delicate area is going to be component G, the recording of graded tests. Many education authorities have been experimenting with these techniques, mostly in modern languages; each has its own pet scheme. For OCEA to work nationally, the essence of all of them has to be distilled and defined. "If the delegacy is to certify it, we must know what we're certifying," says Dr. Willmott. Nobody knows yet exactly what kinds of skills ought to be assessed or how many tests should be required. Make the strides between them too big and pupils will be discouraged; go for too fine tuning and there will be more tests than teaching. Settle for three or four tests and temptation to turn them into annual events may be administratively irresistible. The whole point of assessment is that it should take place at the time and level appropriate for each individual.

The board is all too aware that the P (personal profile) element could turn into a "dustbin" to take anything that can't be comfortably accommodated elsewhere on the certificate. All entries will have to be checked. Alan Willmott says, "We're going to have to ensure somehow that it is real information - the certificate will lose all credibility if there is any talk of cooking the books." There is a strong feeling that there should be an input from the children themselves; that the profile ought to be the result of a dialogue or "negotiated settlement" of the kind Bob Aiken wants to see built into the Coventry system.

The exam board's officers like to say that they can't really envisage what is likely to emerge from all the conferences and consultations, except that it will probably be a four A4-page leaflet. "It's not quite as vague as that," says Tim Brighouse, "but it's a bit like designing a new car. You feel you know what it ought to look like, what the controls should do, and where they should be placed, but as to the details... Nevertheless, he is convinced that OCEA will appear on time, that it

Both the London and Oxford GCE boards are working with local authorities on graded tests and pupil profiles designed to give some sort of qualification to every school leaver. On the opposite page, the impact these could have in schools and at work are considered. Below (right) Bob Doe looks at the lessons of earlier attempts to broaden school assessments and Jack Cross (left) describes the enthusiasm building up behind the new Oxford certificate.

will have a beneficial effect on the curriculum. It will change the relationships between teachers and taught and meet general approval in schools.

The board believes that what it is trying now is a legitimate extension of the duties entrusted to their predecessors in 1858, "(to) give a definite aim to the school masters and a great stimulus to the scholars; and afford an evidence to the public how far the exertions of both had been successful." Alan Willmott says, "If we get it right, it will revolutionise what goes on in schools for a hundred years... if not, they'll still be laughing in ten years' time."

## Or compensating for failure?

There is nothing new about extending school assessments to include profiles of pupils' characters, aptitudes, and attainments in basic skills, but it is an idea that is clearly enjoying something of a revival. The School Council was instructed in no uncertain terms by the last Conservative Government to investigate the feasibility of profiles and some exam boards have been scamping with unseemly haste to get involved in such assessments. They are doing this with the backing of several pace-making local authorities and in spite of the distrust and dislike of such assessments by teachers. So far there has been little public discussion of the radical changes it could lead to in the classroom.

There are, of course, many different kinds of pupil profile, and the shape of the assessments being investigated in London and Oxford is still unknown. The powerful backing for the idea may have modified teachers' attitudes to profiles but in the past they have balked at them for two main reasons: they involve considerable extra work, and sometimes require teachers to make what they regard as distasteful or awkward public judgments about pupils.

It is not just that teachers are not prepared to make the effort. As the Schools Council survey of profiles in use by Janet Balogh found, profiles cannot just be grafted on to existing courses without changes. Assessments of previously unassessed propensities and skills cannot be made without providing opportunities for pupils to show what they are capable of. In other words, if profiles come in, something else in the curriculum has to go out, which is one of the reasons why they are easier to introduce for the non-academic pupil.

Teachers' distaste for crude or risky judgments is not just a matter of finer feelings either; many have been more than willing to make such judgments in confidential reports and testimonials for years, but the more open agenda of the

profile is another matter.

What evidence there is suggests there are some enthusiasts for profiles but most teachers are deeply suspicious of them and find it very difficult to agree on what they should cover. A second Schools Council report by Brian Goacher who investigated the feasibility of profiling found "a massive programme of persuasion and reorientation" would be needed to convince teachers. Half the 25 schools that tried to introduce profiles in this project failed to do so. Like Janet Balogh, he saw little likelihood of a single system of profiling being accepted.

This seems to be an important point because, although relatively few schools use profiles, there is a considerable variety of schemes among those which do. They range from those that stick to strictly factual statements of skills mastered ("can swim 25m", "can write a formal letter"), to those that make tentative steps towards personality assessment ("to the best of our knowledge is honest and trustworthy") and those that are less inhibited ("further education and training probably not appropriate", "does not fit well as member of a team", "accepts specific pattern of behaviour and rules", "is difficult and can be a source of friction").

The differences of style and content reflect more than a difference of teacher ideologies; they are due in part also to the different purposes to which profiles can be put.

Most are, in part at least, an attempt to summarize pupil achievements in a fuller and fairer way than exam results can in order to help pupils get a job. But they can have other purposes as well. They can be used to motivate pupils in the final years of schooling, as a record of continuous assessments, as a way of revealing what pupils still need to learn and as a basis for counselling and guidance. Part of the backing for profiles comes, from those who see in them a chance to give credit to, and therefore to boost, aspects of learning not covered by traditional exams and to enhance the position of practical and personal skills in the curriculum.

A multiple profile is not inconceivable, but there could be conflicts between the needs of a profile as a counselling and teaching tool and those of a school leaving qualification. There is some concern that instead of being a flexible aid to learning, liberating the curriculum somewhat from the narrowness of exam syllabuses, a single style of profile could prove to be just another straitjacket like exam syllabuses.

A report just published by the Institute of Manpower Studies at the University of Sussex, however, suggests that while a single, national profile system is unacceptable to teachers, it is just what employers want, in as much as they want profiles at all. This survey by Alan Gordon of the selection criteria favoured by employers suggests they are lukewarm towards profiles. Some thought they would be a useful complement to exam results though they were worried about teacher bias and unreliability. Some thought confidential school references were likely to be more revealing. But there was a clear message that to enjoy the confidence of employers there needed to be a single comparable national system.

There would also seem to be differences between teachers and employers over what should be included in profiles. The IMS report suggests employers want items on pupils' timekeeping, leadership qualities, attitudes to discipline, honesty and family backgrounds included. Janet Balogh found distaste among teachers about reporting on such things as honesty, appearance and behaviour.

Another point emerging from the IMS report was that, to be of any use when seeking a job, school leavers' profiles would need to be complete by Christmas in the last year of school.

Just how far profiles would be of use in obtaining a job is still an open question. Janet Balogh suggested they had a certain novelty value but, plainly, if everyone has a profile no one in particular will be at an advantage. They may make the lower attaining child feel at least a disadvantage, but it is hard to see how a "quantity" of assessments will compensate for what employers regard as the "quality" and convenience of O level.

One profile looked at by the Schools Council research has tried to match the exam score for succinctness, however. The Diploma File Assessment from an unidentified school gave a comprehensive list of scores on various language and maths skills, presentation of work, personal factors like "effort" and "behaviour" (marked out of 10), attendance and subject performance; added them all up (total possible 1,000) and awarded a single diploma grade.

Some teachers have serious misgivings about the extent to which tests of basic skills should feature in profiles and the backward effect these could have on the curriculum. The

London and Oxford proposals both include graded tests that have been tried only in music and modern languages so far, though they were recommended for mathematics by the Cockcroft Committee.

Some teachers of modern languages have shown considerable enthusiasm for graded tests, and the number of pupils now taking them exceeds the numbers taking 16-plus exams in languages. But arguably modern language is something of a special case. As increasingly unpopular option subjects, modern linguists faced extinction in the school curriculum and were desperate to find some way of increasing the desire of pupils to learn some aspects of a foreign language.

The apparently hopeless future of many young people may mean English, maths and science teachers may soon face a crisis of motivation, but there is little sign that they are yet ready to abandon their cherished courses for a system of graded tests requiring mastery in a limited range of closely defined skills, though some might welcome narrower objectives for low achievers as, it seems, did the linguists.

Special case or not, graded tests in modern languages are the only major attempt so far to try out the theory that breaking up traditional school courses into a series of shorter-term objectives, with tests taken as and when pupils are ready rather than at the end of the course, would motivate more pupils to demonstrate some measure of success. It is claimed, too, that more careful thought about what exactly pupils should be learning sharpens up teaching.

When Her Majesty's Inspectorate reported earlier this year on the graded tests used by language teachers in Oxfordshire they found a wide range of teacher opinion. A majority were in favour although most were using the tests to give short term rewards to less able pupils. Teachers spoke of the beneficial effect it had on pupil attitudes.

HMI found pupils were not generally allowed to take the tests as and when they were ready and that though the thinking of some teachers had been sharpened, as only in one school in five were the work schemes of the teachers at least "satisfactory".

Andrew Harrison, who carried out a wider review of graded tests for the Schools Council, published last year also found the test-when-ready principle was not adhered to, but that graded tests seemed to result in better and more enthusiastic learning by pupils and higher teacher morale.

It is not altogether surprising that pupils were not generally able to progress from tests to test and grade to grade at their own pace. For this to happen, teaching and assessment would need to be completely reorganized to include individualized tuition - as invariably is the case with instrumental music, the model for graded tests. The only example of anything like graded tests applied to mathematics found by Andrew Harrison was the tests used as part of the individualized teaching Kent Maths Project.

The Schools Council review also suggested the graded tests in use were not sufficiently demanding for able pupils. It concluded that it was probable but had yet to be proven that graded tests in languages were "as good a foundation for study of a more academic kind as that provided by the traditional approach".

The new profiles and tests now being devised could, of course, be radically different to any that have gone before. But they would have to be very ingenious indeed - or virtually meaningless - to slip unnoticed into schools. The evidence, such as it is, from previous experience suggests they could considerably sharpen existing debates about the purposes of the final years of schooling and the split between the academic and the practical and vocational.

The backing for the new assessments is broadly based but may result from different priorities. The interest of the last Conservative Government stemmed in part at least from the increasing political unacceptability of the elitist examination system, particularly as job opportunities for school leavers shrank. There was a clear need for something to compensate for the fact that this elitism was to be preserved more or less intact in the new 16-plus.

For those who complain the curriculum has been led by the assessment nose down a narrow and arid path, profiles are seen as a chance to lead it in a different direction by the same nose. The different priorities of teachers and employers have to be reconciled, and until the final shape of the new profiles becomes clearer, it is difficult to surmise what effect they will have on what and how pupils will be taught. It is hard, however, to see how they could be effective and at the same time leave the curriculum of at least some groups unchanged.

## Comprehensive assessments

Bob Moon's vision of the way the new tests and certificates could revolutionize the curriculum

Let us imagine four friends, Paul and Stephen, Louise and Jenny, fifteen, around the end of the fourth year, beginning of the fifth in 1990. For argument let's say they all attended the same primary school. Paul over the years has shown evidence of increasing intelligence and may well go on to higher education; Jenny had difficulties with reading and although now literate would not measure above the sixtieth percentile on the sort of assessments used today.

They attend a good comprehensive school and although attainment is beginning to mean separation for significant periods it does not irretrievably sever school time relationships between the group. On Wednesday afternoon, for example, they are all working in a local hospital. It is part of a community course and they are midway through a six month weekly placement. They enjoy and look forward to these afternoons and the experience will be recorded on the Personal Record section of the OCEA. Jenny has been particularly interested and may well be returning for a period of extended work experience in six months' time. It might eventually lead to a job, or a training scheme based on the hospital.

Similarly on two other half days in the week they work closely together. English is not set by attainment and although following different projects they share the same group of rooms. The art, drama and music workshops are linked to the teaching of English and Stephen and Jenny are part of a small team and working on a project to produce a mosaic in the entrance area of the community centre.

The school no longer takes subject O levels in English language or the arts. Each of the four has covered a programme leading to graded tests assessing a basic level of written and spoken communication. Paul has already acquired the top level, Jenny level 1, and Stephen and Louise are debating whether to attempt the one from the top.

Paul has begun a Mode III O level type literature course which takes him away from the group. He joins older students who have also opted for this, one afternoon a week. This planning of time is feasible within a blocked timetable and the four students are aware that teachers work together cooperatively in teams.

Recreational activities are a part of the course and here they divide. Stephen is in the school football team. The two girls have chosen a term's course in dance for fitness and Paul is playing basketball. Earlier that morning they met their tutor and the group had a long discussion about the formation of a students' union in the town.

Not all the activities mentioned so far will be recorded on OCEA - no Orwellian bureaucracy this - but each is aware of the Certificate and Louise this morning briefly discussed with her tutor the sorts of things she had done so far which together they might both want to record. The guidelines from the GCE board are flexible although drawn up to deter profile writers of a Pepsy mentality. While they were talking Paul and Jenny were both at a voluntary religious assembly.

Paul and Louise are taking German. Both have opted for a subject examination and Louise has ambitions to be a bilingual secretary. She may not achieve this. Jenny does not take German although until Christmas she followed a beginners' course in Italian for a term, motivated in part by an Italian boy met the previous summer. She did not do very well although she enjoyed it and might one day return to the study.

Jenny and Stephen were actually close together although in different workshops while the other two had German. Stephen was following a modularly structured technical course that had an integrated mathematics and science component. Jenny was on a

full day craft workshop assignment. Stephen was there for a day and a half. Jenny went elsewhere for mathematics. Paul joined a mixed age group for mathematics, using MK IV SMP materials. In science and technology he is to take a double certificate course. This was developed from work carried out by the ASE/Schools Council project. Louise had elected to follow a business course parallel to Stephen's. Some of the parts of this were jointly taught although not in the present form. This was the first year the technician and business courses had comprised approximately equal boys and girls.

The school timetable was a relatively simple document. Produced in a day by a group in the March or April of each year and divided up into blocks of time and teams of teachers. These teams, however, had more sophisticated planning programmes. Considerable care was taken in explaining to students when common elements for everyone were taught and when elective choices could be made. The programme of work for each student developed over a period of years and 14 plus was no longer significant as a time of choice.

The commitment to the business and technician course was made midway through the fourth year and Paul's decisions about German and science had come earlier. Other commitments had been made, if any were necessary, at various times and teachers planned their courses up to 16 in terms of a 100 week programme. For some teaching teams such planning was very detailed and the degree of prescription was a source of considerable staff debate.

A year on, each of these four would receive a certificate. All would have a well written personal record put together by their tutor. Each would also have a record of attainment in graded tests taken at different times in the preceding years and Paul would have achieved the top level in each. Jenny would have achieved a grade in all except European languages where she had tried but failed to make her mark in Italian. In part I of the certificate Stephen and Louise would have had recorded their business and technician successes (the latter of CSE style course put together by the local CSE board and modelled in part on the old BEC/TEC systems). Louise and Paul would have their German recorded and Paul additionally would have succeeded in all his other courses.

Paul and Louise would go on to the sixth form. Louise, developing a little later than the average, would switch from her business course to A levels and eventually like Paul obtain a place at university. Jenny would do well in her hospital job as Stephen would in the local chemical works. All would remember their school with a degree of affection and, for different reasons, would return confidently to formal education later in life. Each would be amused and proud to show the Oxford Certificate to their grandchildren.

Bob Moon, Head of The Peers School, Oxford is a member of an OCEA Steering Committee.

## Credit for industry

Bob Finch asks some employers what they think of profiles for school leavers

Will employers make use of alternative systems of assessment? Can they be weaned away from the crude slewing mechanism provided by a list of examination passes? Is there any real need for extra information - and if there is what form should it take?

In an attempt to answer such questions I wrote recently to a number of colleagues in ICI who have direct experience of, and responsibility for, recruiting school leavers. I asked about recruitment procedures, about what qualifications they asked for and how much notice they took of them once candidates got as far as an interview. Describing very briefly the initiatives being taken by the Oxford GCE board and others to develop alternative ways of assessing

examining and reporting, I asked our recruiters what they would like teachers to tell them about school leavers which they do not say at present. I also asked what qualities they rated most important relating to young entrants' personal development rather than academic achievement and how they would adapt their recruitment procedures if there were no public examinations at sixteen.

Of course ICI is in many ways an atypical employer. Our business is very much concerned with large scale engineering and applied science and this affects the qualifications and skills we look for in employees. Small companies have different recruitment policies and we are not like employers who have direct contact with the public, like banks and department stores. However, my miniature survey threw up some interesting comments and information. The replies came from many different parts of Britain and related to laboratory technicians and apprentices as well as commercial, administrative, clerical and secretarial jobs.

Three-quarters said that they always specified minimum qualifications and insisted upon them. One of the reasons for this of course is that many school leavers joining ICI get day release to attend re colleges and must possess the necessary qualifications to admit them to their courses. Asked about recruitment procedures every single reply mentioned interviews and almost all rated this the most important element. A very high proportion used written aptitude tests (rated second in importance) and asked for a reference from school. Practical tests were quite often used for apprentices and those moving into science based jobs and about a third of the recruiters took personal references.

The extra information most recruiters wanted included comments on pupils' personalities, their ability to work in a team, attitude to work, attendance and timekeeping records, effort displayed in out of school activities like clubs and sports, leadership qualities, practical skills, achievements in non-classroom activities and predictions of exam results.

Lists of personal qualities sought by employers are becoming very familiar and there were no real surprises in those given top billing by our recruiters. Enthusiasm and determination came top, closely followed by the ability to work in a team. Adaptability and flexibility were equally highly rated and so were such qualities as loyalty, reliability and a methodical approach to work. A little lower on the list came the ability to communicate, which in ICI means the skills of listening as well as talking, of understanding instructions as well as giving them.

Most, but not all, of ICI's recruiters would welcome attempts by schools to assess personal qualities. But the minority who were opposed felt quite strongly about it, expressing doubts about the capacity of schools and teachers to deliver disinterested descriptions or about the comparability of assessments from different schools. Many would agree that a great deal of effort will have to be expended to achieve mutual confidence in alternative assessment schemes and that it will imply a massive programme of in-service training.

If our recruiters had no access to examination results they all said they would do more interviewing and aptitude testing. Few feel that the quality and reliability of the new assessments provided by schools would relieve them of the necessity of doing this, but that is not surprising. Personal reports, profiles and records of achievement are in their infancy and confidence in them will grow slowly, as with all developments in the examination system.

In spite of this caution there is a great deal of goodwill amongst employers towards those working on new methods of assessment. There is great dissatisfaction with the present system and while there may be fewer jobs on offer it is now more important than ever to ensure a good match between applicant and employer. Mistakes are both painful and very expensive to rectify later.

Providing employers with more accurate descriptions of the strengths and skills of school leavers is not the only - or even the most important - reason for applauding the initiative of those working with the Oxford board. There are likely to be many other gains including new insights by teachers when they start to measure different qualities in their pupils and the benefit to the pupils themselves as they become engaged in the compilation of their records and thus start to "own" the assessments being made of them. Acceptance will certainly be slow, parents will have to be convinced and there are likely to be many setbacks along the way but the prize makes the effort worthwhile.

Bob Finch is ICI's schools liaison officer.



## TALKBACK



Training for drapery: Ministry of Labour centre for the unemployed 1935

## Dole schools

JOHN HORNE

The editor of *School to Work* made some telling points in his review of the Youth Opportunities Programme (TES April 8). However, in the process he maintained the false, if seemingly all pervasive, view that the introduction of schemes for unemployed youth is an invention of the 1970s.

Perhaps I may remind contemporary analysts and readers of the period between the two world wars, when, alongside other developments in state intervention, there existed juvenile instruction centres (up to 1930 called Juvenile Unemployment Centres) offering a broadly similar diet of social and life skills as the MSC schemes provide today. There are other similarities between the inter-war period and the present.

Firstly, then as now, underlying the schemes was the intention of securing work - and self-discipline in the absence of regular employment, whilst providing non-specific skills. The Ministry of Labour's Memorandum on the Establishment and Conduct of Courses of Instruction for Unemployed Boys and Girls (1934) defensively stated that the object was not merely to keep them off the

streets: "... It has a more definitely constructive purpose... to give the boys and girls a real interest in life, to keep their minds and fingers active and alert, and their bodies fit, to teach them something which will be of real use to them".

Despite this it is clear from the Ministry's outline curriculum and reports of work in progress at the time (see in particular V Bell *Junior Instruction Centres and Their Future*, Edinburgh, 1935), that the emphasis was placed upon general practical training rather than specific occupations.

A second similarity is the question of the provision of a properly trained teaching staff able to cope with the novel further education student. Prior to 1926 staff in centres were not eligible for the same superannuation scheme and security of tenure as school teachers. As a result the early experiences of hiring ex-army trainers were noted when the schemes were evaluated by Bell in 1935. The selection of appropriate staff and in particular, superintendents, was a key proposal, and indeed, alongside the (fairly predictable) curriculum, differentiation between boys and girls, a need for a different form of social control and pedagogy than in the school was recognized.

"The secret of the JICs" wrote Bell, "is to start with interests of the young folk and work up from them. Even the toughest of lads can display interest when a paint box is given to them".

Thirdly in the respective roles of the Ministry of Labour and Board of Education we have clear parallels with

the present. In the 1920s the educationalists' argument (from the Hadow Report and the NUT, amongst others), that raising the school leaving age would alleviate the problem was ruled out because of the extra finance and amount of reorganization required. An immediate, more flexible and cheaper strategy was preferred, and the JICs fitted the bill perfectly.

Similarly in the past fifteen years with the ideological assault on state education from the right, mass media and industry, and the raising of the school leaving age in 1972, only the MSC, or some similar agency, could implement measures for the young unemployed and effectively raise the age at which the majority of young people enter the labour market. The cost of managing and reproducing labour power was financially, ideologically and politically too high to be borne by the DES run education system.

Finally, it is interesting to consider the responses of the recipients and the labour movement to the unemployment schemes. Significantly the centres were invariably referred to as dole colleges or dole schools. In a number of interviews I have recently conducted in the Potteries there is a constant reference to the element of compulsion.

The labour movement response was, like the present day, one of cautious, if critical, acceptance: the Annual Conference of Trades Councils, held in London 1936 "endorsed by a majority, the point of view of the general council which... felt it could not oppose the principle of training schemes or transference, but the method and conditions, under which these were effected required constant vigilance".

I hope to have demonstrated the falsity of the view, propounded by the Secretary of State for Employment among others, that the MSC new training initiative breaks entirely new ground in the training of young people. Furthermore, on all three counts identified by Mark Jackson the Youth Opportunities Programme was not a historically unique event, but a repetition of the ad hocery of the previous slump. Indeed, in the century of his death Marx's rebuke to Hegel that great events in world history occur twice, "the first time as tragedy, the second as farce", may be a more appropriate epitaph for the MSC schemes of the mid 1970s and early 1980s.

John Horne is a sociology lecturer at North Staffordshire Polytechnic, Stoke-on-Trent

## In our nature

ROGER MILES

The Natural History Museum was described as "an up-market amusement arcade" by Jeffrey Daniels (TES, May 27); apparently this is his broad-brush response to some of our new-style educational exhibitions.

One of our most firmly held beliefs in mounting these exhibitions is that a public museum should operate for the benefit of the people who fund and visit it. And most of our new exhibitions have been designed to present natural history to non-specialist visitors in a lively, enjoyable and educationally-effective way.

Far from "removing the exhibits" we have gone to trouble to bring out the significance of the things we show by presenting them in an informative context. A recent example is our *British Natural History* exhibition which opened on May 26. We

pride ourselves on the high standard and reliability of our displays - particularly those employing electronics - and are confident that our maintenance record is second to none.

In running a service for schools we are anxious to encourage use of their time in the museum. We have a warm regard for those who carefully prepare their class before embarking on a visit and who let us know in advance they are coming. We have a wide range of activity sheets (with teacher's notes) for the children to use in the galleries, a teachers' centre where problems can be discussed with our education staff, and we run courses for both student and in-service teachers.

Underpinning all of this is the belief that one of the measures of a good, modern museum is the way it responds to the needs of visiting parties of school children. These, incidentally, make up about 8 per cent of the total number of visitors to our museum.

Roger Miles is head of the Department of Public Services at the British Museum (Natural History), London SW7.



Natural History Museum origin of species exhibition

## Gadarene progress

LIBA TACONIS

Windlesham Roman Catholic infant school is in the news, criticized by HMI for having "no systematic work in history or geography" (TES, May 20). Well, well, now I really have heard everything.

During 40 years' work in education, in various capacities but always centred on young children, I have certainly seen a swing or two. Out of the window, it seems, has gone the concept of "readiness" on which I was nurtured. Now that we know so much about early learning, the principle has changed to "you can't catch 'em too young".

Formal reading has crept into nursery schools, and now, it is implied, we need planned "subject" work in infant schools. Despite the well known immaturity of young children's understanding of time and space, infant teachers all over the country will be sitting up half the night, desperately trying to concoct history and geography syllabuses before the next visit of HMI.

Or will they? I am sure that my former colleagues have too much sense, and know their children too well, to fall for this one. But it pinpoints for me the current dangerous assumption that what children appear to be able to learn is the same as what they ought to be learning. This is a fallacy.

Some years ago I was one of a group

of experienced nursery school heads to whom a young music adviser advocated the teaching of rhythm to our three-year-olds by "making them clap to a pattern. 'They could do it if you kept them at the same pattern for 10 minutes every day, couldn't they?' He was disconcerted by the reply: 'We wouldn't waste their time like that - there are far better ways, and far more important things to do when you are three'".

That is the crux. We are rushing our children more and more, as if it were a crime to be young; as if each stage in a child's life and development were only of value as a stepping stone to the next. How we love to blame the media, or the consumer society, for children's precocious wants and early pseudomaturity! What about our own share of the blame?

It is high time to put the brakes on this Gadarene progress, to let children take their time and to be their age. The real crime is the current conspiracy to deprive children of their childhood.

Incidentally, my friends in secondary education tell me that they approach history and geography as integrated humanities courses, leaving subject teaching until the third or fourth year.

Liba Taconis recently retired after a varied experience in infant and nursery schools and teacher training.

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## REVIEW

## A summa for linguists

Over the past fifteen years the debate on how second languages should be taught has turned into a confusing cacophony. Robin Buss reports on a book which at last puts it all into perspective

Fundamental Concepts of Language Teaching. By H H Stern. Oxford University Press £9.30. 0 19 437065 8.

First things first: the 50 pages in which Stern establishes the conceptual framework for the study and argues the relevance of theory to the practice of language teaching, should convince anyone of the importance of his book and of his determination to undertake a thorough, clear and intellectually rigorous survey of his topic. If at times the subsequent discussion leads towards more loose or dead ends, this is not Stern's fault, but inevitable in a discipline where both theory and practice have too often been based on unproven assumptions and the search for simple, all-purpose solutions to complex problems. What language teaching and language teachers need at the moment is not another panacea, but a greater awareness of the questions raised by linguistics, sociology, psychology and other fields in relation to language study, together with some idea of how much or how little has actually been achieved in supporting theory with research and applying it to the methodology of second-language learning.

A number of language teachers will be nauseated by the very idea of yet another book on theory and tempted to dismiss it as irrelevant to their work, or even as a positive hindrance to the successful practice of their skills. Their reaction is understandable. They have very often learned a second language themselves by methods which would today be considered archaic and they can point to the examples of George Borrow or Sir Richard Burton who, in the nineteenth century, mastered some 20 languages or dialects without the benefit of language laboratories or Chomskyan linguistics. Even Chomsky has expressed scepticism about the relevance of the insights obtained by linguistics and psychology for language teaching, and the past two decades have seen the rapid rise and fall of promising new methods which have not proved demonstrably more effective than their predecessors. If there is one thing that has been demonstrated beyond any doubt, it is that learning a second language, except for a few gifted pupils like Borrow and Burton, is no simple task and that the lure of French in a fortnight or Tibetan in 12 easy lessons is a con.

Hence the tendency for some disappointed and hard-pressed teachers to conclude that we have had quite enough "theory" in language

teaching and that they should take into the classroom whatever method they have at hand, provided it keeps their exam results hovering around the average and their nerves intact. But every method implies a theory, since it answers the fundamental questions of what variety of language should be studied and what approach to it is likely to prove most effective. Even such abstract matters as the final ends of language teaching are involved: Aelfric, an applied linguist of the tenth century, declared that the study of Latin was particularly necessary because the end of the world was at hand - not a goal that would occur to most teachers of "survival" French or O level German. They would, however, see much common sense in the theoretical assumption on which he based his *Colloquies*, that in the early stages a language is more easily assimilated if it is related to the pupil's everyday experience: so his dialogues, between master and ploughman or serf, are founded on a very "modern" concept of learner psychology and graduated objectives. The wise Grammarian appreciated that learning would take place in the context of Anglo-Saxon society and that eschatological proficiency could not be achieved overnight, however powerful the pupil motivation.

Professor Stern ignores Aelfric's *Colloquies*, to concentrate particularly on the contribution of linguistics, psychology and sociology during the sixties and seventies, by when they had been elevated to the status of independent academic disciplines. As he says, at a time when most classrooms were becoming less repressive, language students were herded into confined spaces called "laboratories" and asked to perform drills in the expectation that, like Skinner's pigeons, they would come to respond correctly and automatically to a

given stimulus. Naturally, Noam Chomsky's attack on behaviourism and his counter-assertion that language is essentially creative seemed like the liberation of animals from a factory farm and, as the implications sank in, produced a similar cacophony.

Anyone who has trained as a language teacher during the past 15 years will have caught more than an echo of these debates and have leaped through some of the titles in Professor Stern's 45-page bibliography. As his diagrammatic models illustrate, language and language learning are not isolated areas for investigation, but touch on many other fields, all of which have advanced rapidly during the postwar period.

There have been several previous attempts to draw all these different strands together, from Paul Christophersen's useful little book on *Second-Language Learning* (Penguin, 1973), through S Pit Corder's *Introducing Applied Linguistics* (Penguin, 1973) which deals especially with the significance of transformational generative grammar, to the multi-volume *Edinburgh Course in Applied Linguistics* (Oxford University Press, 1973-77); as well as studies of particular aspects of the topic, like Wilma Rivers' influential work of the early sixties, *The Psychologist and the Foreign-Language Teacher* (University of Chicago Press, 1964). The wealth of existing material might seem to challenge the need for another heavy tome (over two pounds on my kitchen scales), particularly one which does not advance the claims of any new theory of psychology, pedagogy, sociology or linguistics, or analyse the outcome of some recent research project into the best conditions for language learning.

Research, as Stern points out, has been concentrated in certain areas to the neglect of

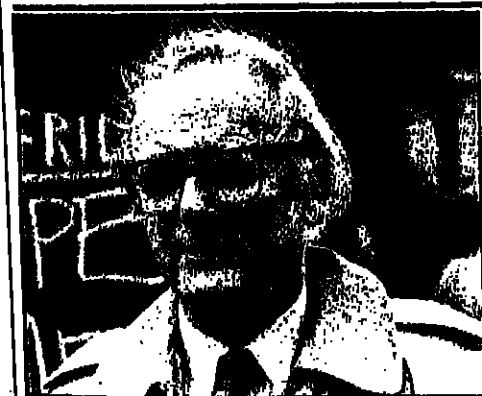
others. Far too little is known, for example, about the psychology of the successful language learner (though we have quite a good idea of the factors that cause failure in the much greater number of relatively unsuccessful ones). This means that tests to predict aptitude are imprecise and, in any case, no one is agreed on the educational significance of their results: if a student wants to learn a language, implying that he has the vital motivation to succeed, should he be discouraged because the Pimsleur Language Aptitude Battery (Harcourt Brace Jovanovich, 1966) suggests that he will be no good at it? I once took parts of this test with a group of mature students and, as far as I can remember, our results were fairly mediocre - a pity, since we were all training as language teachers at the time. I have sometimes wished that I had done extra art or music instead.

The teacher's personal theories of language learning are likely to be most strongly influenced by his own experiences as a student of a foreign language and it is in relation to these that he will assess the validity of behaviourist psychology or Chomskyan linguistics. His necessarily partial view of the culture supporting the language he teaches, will also affect what he communicates to his students, as will the educational structure of the institution in which he works. If he is conscientious, he will have kept in touch with such concepts as "communicative competence" and "interlanguage", and be concerned at the inappropriateness of our exam system to the needs of most language learners.

What Stern provides, rather than any alternative consideration of these topics, is a summa, undertaken in a spirit of reconciliation rather than partisanship and organized in such a way as to show clearly how they relate to each other and to the actual practice of language teaching. This is more than just intellectually satisfying: it is illuminating and his determination not to take sides allows him to stress the positive contribution made by the often conflicting approaches of others in the different fields he surveys. Despite the excellence of the writing, his work is sometimes too concentrated and might have benefited from a slightly more anecdotal approach. Some of the diagrams, too, add very little to the text once one has deciphered them. But these are minor complaints about a book that will surely become required reading on teacher-training courses and for all those concerned with the teaching of foreign languages.

## Meditating on Scripture

D A N Jones on the virtues of Frank Kermode's approach to literary criticism



Essays on Fiction 1971-82. By Frank Kermode. Routledge and Kegan Paul £9.95 and £5.95.

"A novel is like a fiddle-bow," said Stendhal, "and the fiddle, rendering the music, is the soul of the reader." He sounds as confident as a youth boasting of his masterful way with women. But Frank Kermode is not the sort of reader who wishes to be played with. He urges us not to be too obedient: we have much to contribute ourselves. Besides, he resorts to Stendhal, "novels, unlike fiddle-bows, can nudge and prompt". Only a "naïve reader" will surrender to the novelist's nudging and prompting; others will inspect and criticize those instructions, or even treat the novel as a natural landscape in which we may observe whatever patterns we choose, ignoring the creator. Perhaps, with a novel worth re-reading, we should do all three?

Answers to such questions have been forcefully supplied in the languages of Barthes and Derrida, Gadamer and Hirsch, from ludic or semiological principles, with the aid of Russian formalism and the anthropology of Lévi-Strauss, intentionalism and anti-intentionalism, structuralism, post-structuralism, deconstructionism et al. Frank Kermode (as a professor at Cambridge) admits to having been badly bruised in his efforts to act as umpire for these competing sects; but he is still

excited by their studies and wishes to 'persuade the rest of us that they are not so arid as they might seem, despite their frightening technical language'.

Novellists may use such theories for their own purposes. Kermode discusses Anthony Burgess's complicated novel, *M/F*, in terms of the codes in Roland Barthes' *S/Z*. He does not want to "dismiss" *M/F* as a mere fantasy on themes of Lévi-Strauss. Still, other artists have used such scientific theories as Freudian psychology or phenomenology or the Theory of Humours for the decoration of their own more lasting structures: many dead sciences are remembered only as art's raw material. Burgess himself has recently written that *M/F* is "the kind of novel which might well be written by a musician who had read Claude Lévi-Strauss".

Burgess has also remarked that "in the writings of the structuralist Roland Barthes, Agatha Christie's name appears more than that of Racine or Shakespeare". Kermode, too, wants to examine detective stories in the structuralist way; but he seems unfamiliar with the "least-likely-person" morality of the genre. I think he misunderstands the "nudging and prompting" of E C Bentley and G K Chesterton, trying to manipulate him, with their religion and their politics.

One of Kermode's favourite words is "hermeneutic". He asks us not to utter it "in tones of deep distrust or derision, as if it were some foreign novelty recently imported into a soundly pragmatic Britain by trendy malcontents intent on disturbing the peace: in fact, it is very ancient". In its earlier forms, it is usually amounted to prescriptions and prohibitions relating to the interpretation of Scripture.

In these nine essays, especially the most recent, Kermode gets more and more like an ancient scholar studying his Bible. Some have supposed that parables they do not understand have been wrongly transcribed, others that they lie open for new interpretation by every skilled reader. Critics of fiction, says Kermode, are divided between these two kinds. The universities are like churches, deciding which interpretations are worth considering. He himself makes a good point about Mark's Gospel (in a lecture to the Hebrew University, Jerusalem). Mark may seem more plodding (and thus more plausible as a straight reporter) than Matthew and Luke with their literary devices; but when Mark untidily puts one story inside another, he makes the reader compare a withered fig-tree with a corrupted temple - as if in a subtle, allusive modern poem.

Barthes' discourse on significant text is seen as something like St Augustine's; but the saint (Kermode points out) "unlike us, was quite certain about which things were significant, and which not". Kermode, on the whole, takes his stand with those opposed to closed systems, church and university orthodoxies - even "closure" in a novel; the exposures and weddings and deaths that conclude stories. (He knows the reviewer's tabu against revealing the end of a detective story - and puts it this way: "The tabu sacralises closure".)

Examining the novels of 1907, popular books like *Three Weeks* and *The Rosary*, he finds in William de Morgan's *Allies-for-Short* a remarkable forerunner to *The French Lieutenant's Woman* and *Rites of Passage*. Then he turns to Chesterton's *The Man Who Was Thursday*, suggesting that this book is "a response and, surely, a weak one" to Conrad's *The Secret Agent*. Chesterton claimed that his book was "a nightmare", while Kafka said of it: "He is so gay that one might almost believe that he had found God". Kermode sees the nightmare and the gaiety, but does not persuade me of the book's weakness. Is it merely that Chesterton's closed system is too optimistic to be credible?

One essay is about the universities' "tacit" exclusion of cranky interpretations of Shakespeare, even though there may be something in them. An amateur's book of 1873, *Caliban: the Missing Link*, was about Shakespeare magically prophesying Darwinism - but the author had also made some good discoveries about Elizabethan concepts of the "Wild Man", with references to Lynceus and Purchas. In 1936 Colin Still argued that *The Tempest* was based on ancient mystery religions, and scholars ought to consult "a Most Wise Sovereign Freemason". Scholars won't do that. But a theatre director, like Jonathan Miller, might easily direct *The Tempest* in accordance with one of those cranky theories, and we might well applaud his art.

Reading good fiction is not only like meditating on Scripture, fiddling or being fiddled; it is also like directing or acting in a play. We create a précis or parody of the work, acting it out in our heads and sometimes passing it on to others. Kermode does this, interpreting Conrad's *Under Western Eyes*. In a Swiss setting, says Kermode, "there is a relatively clean, well-lighted plot... Such a plot may be suitable for the citizens of a tedious democracy, either Switzerland, where they sit colourlessly uncouth, drinking beer out of glittering glasses, obvious in an obvious light, or England, which has made its bargain with fate, so much liberty for so much cash, knowing also that it is entitled to the obvious. Such a nation deserves novels like the view of Geneva on which Razumov turns his back in contempt...". Kermode's writing here is like the performance of an actor, playing the part of Conrad in his Razumov mood. We may find such art more persuasive than the nearly scientific theories of Structuralists.

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## ARTS

# Mailer's hope of heaven

*Ancient Evenings.* By Norman Mailer.  
Macmillan £9.95. 0 333 34025 6.

*Ancient Evenings*, Norman Mailer's long-awaited novel, is not really "new" at all, but a climactic fictionalization of ideas Mailer has drummed for years, in reportage, in essays and in person.

Mailer underlined the book's position in the total context of his work when he commented to the BBC's Frank Delaney in a recent interview that *Ancient Evenings*, for all its promise of new fictional ground, represents an end, not a beginning. Mailer's first real novel for 16 years marks a culmination of the most dramatic kind to a long and tortured phase of his career, a phase that began with the half-success of his third book, the ambitious *Deer Park*, published in 1955 with the plea "Please do not understand me too quickly".

While they have been locally impressive, Mailer's recent non-fiction books have had to be set (at his own insistence) against the complex literary ambitions he has established for himself. Mailer's detractors (misunderstanding him much too quickly) sniggered when the first rumours of the "Egyptian novel" leaked out. In the end, the novel took ten years to complete; eight other books, one a Pulitzer prizewinner, appeared as by-blows along the way, testimony to Mailer's struggle with the "big book". Financial need, too, alimony, taxes, Manhattan literary life-style, three pricey and disastrous films, joined the horrid pull of contemporary America to distract Mailer from his long-promised novel. Much of the success of the book comes from the length of time and the extent to which Mailer has steeped himself in its concerns.



Since 1955, particular ideas had emerged in every sentence he wrote as he strove to find a structure and occasion for his philosophies of energy and form. In the sixties, references to "karma" and "hieroglyphics" crept into print under his name: the Pentagon, the Apollo spacecraft began to look no longer like Moby-Dick and more like ancient monuments, a telling shift of literary loyalties; Patterson and Linton, Ali and Foreman, retrospectively resembled Horus and Set; in *The Armies of the Night*, the novelized account of the Pentagon rally, Mailer writes about himself in the third person, not egotistically as the critics grouched, but almost as though he were already dead, a shade in literary history; he even describes the notorious Mailer ego as a "sarcophagus", scribbled on by the minor personages, grave-robbers and attendants of literary and political life.

Mailer is obsessed with the diffusion and dispersal of the self, the complexity and multifariousness of events. Our modern world more closely resembles the ancient than it does the world of the Enlightenment yet our philosophy and language are still eighteenth century constructs. Mailer has searched for symbols of a world which is once again mystical, magical and terrible — electricity, Vietnam, Kennedy, Nixon, NASA, Jonestown, Lee Oswald.

*Ancient Evenings* is about reincarnation, Menekhet, a courtier in the twentieth dynasty kingdom of Ramses and Nefitiri, is reborn

three times: charioteer, general High Priest, general again. In seven books, Mailer explores the seven stages or components of the Egyptian soul — Name, Power, Angel, Heart, Double, Shadow and Remains — as they range across vast tracts of time and yet are contained within one person. The book is violent, sexual and scatological and demands a concentration of attention beyond any modern novel save perhaps Mann's *Joseph and his Brothers* or William Golding's *The Ringed City*. Only a 50-page summary would suffice.

Yet the concerns are quintessentially Mailer's. His critics have refused to take the final step and recognize that his methods are and have been at least as prodigious as his ambitions. In describing any event, a moonshot, a prizefight, a political convention, a bout of sex, Mailer has always sought to marry the journalist's report with a deeper sense of parallel freight of meaning. Every large event represents a point at which a whole range of energies converge: sex is political; politics sexual; violence, political and sexual; the body is a philosopher's glass. In a sixties essay, "The Metaphysics of the Belly", he broached the idea that an act performed in one life could have repercussions in all one's future possible lives.

In *Ancient Evenings*, the dismemberments and reincarnations work in the same way, though now within a more completely imagined world. One character achieves death

and the promise of rebirth in mid-fellatio with another of his avatars (and thus with himself) and so generates presences which resonate throughout the novel.

Mailer is an existentialist, probably the first American to achieve a philosophical structure for the American obsession with action and self-hood. The charioteer's prayer, "May my hope of heaven now prove equal to my ignorance of where I go", is probably the most beautiful expression of existentialist thought yet achieved outside the work of Kierkegaard or Marcel. It is Mailer's own prayer and the key to his work and his dilemma.

The novel/reportage distinction has haunted him. Even in his press-card days his instincts are those of the novelist. Reportage offered a field of highly complex material the outcome of which, reality being what it is, was unknowable. Mailer became time and again a participant in the events he described, upping the existentialist ante. He was freed of the need to invent character or situation and freed to explore occult significations.

With his discovery of the Egyptians and the *Book of the Dead*, Mailer has done expressively and structurally what he could only describe or act out before. The book, not its author, this time becomes the bundle of possible selves and futures. The fifties were the decade of blighted ambitions. Mailer had conceived *The Deer Park* as part of a mammoth eight-novel sequence which would capture the dreams of a dreamer dreaming dreams of dreamers dreaming. Only the outer box was made and fragments of the others. Thirty years later, and against all decent expectation, Mailer has compressed that old ambition into 700 pages and made one of the most profound modern statements about the nature and destiny of mankind.

The fifties were a sour time, the sixties delusive, the seventies disappointing. With *Ancient Evenings*, Mailer has set his cap at a new decade, his fifth as a novelist, and has produced a fiction of unquestionable power and importance.

Robin Morton

# Full house

Leicestershire Schools Symphony Orchestra.  
St John's, Smith Square May 31.

It must surely be a favourable reflection on the imagination of some of our music educators and the standard of musical tuition offered to young instrumentalists today that a schools symphony orchestra can attempt an ambitious programme of twentieth-century music which would probably leave our major concert halls two thirds empty. Such is the reputation of this orchestra, the full house at St John's; all credit to Peter Fletcher, the orchestra's director, for the choice of programme and to the young players for executing a variety of complex works with panache and technical assurance.

In between an unusual setting of Ives's *Parables* (recomposed for orchestra by Douglas Young) and his Fourth Symphony (once thought unplayable and even now rarely performed) were two specially commissioned works. The main feature of interest in Nigel Osborne's Second Symphony is the middle movement, with its jazzy rhythms, insistent Indian elements.

The atmospheric *Summer Evening* by Andrew Wilson-Dickinson, also relied on tradition for its inspiration, this time a curious interweaving of a Bach viola da gamba theme with four crumhorn imitations, the buzzing of bees on a summer day in Norfolk. Ives's Fourth Symphony is a synthesis of the composer's musical aims and ideas, and contains all his trademarks: the three movements and the probable collage of folk, brass band, hymn tunes, etc. mixing comic with serious, parody with a more reflective element. Any technical shortcomings there might have been certainly were not apparent at the orchestra deftly found its way around the complexities of this extraordinary work.

Phillippa Davidson

# Sir Robert's crusade

While Brian Hamrahan pottered round the Falklands on Tuesday night for BBC1's congratulatory tribute, Bernard Levin was marking a very different anniversary. Robert Mayer, a Debt Repaid (ITV), which was broadcast to mark Sir Robert's 104th birthday, took stock of one of the most remarkable lives of the century.

At a time when everyone would expect to put their feet up, Sir Robert went into top gear: as a 60-year-old industrialist he decided to pour his phenomenal energy into a crusade to bring music to children and children to music. As Levin pointed out, the size of today's school concert audiences must reflect a considerable measure of the work which Mayer did among the young. Dame Kiri Te Kanawa, who was one of Mayer's protégés, ended her personal tribute by saying when the grand old man finally did pass on.

The programmatic showed some interesting juxtapositions of film of audiences in the forties and audiences now: the level of education was the same. But we sensed that the tradition is not so firmly in tune with social change as it was then: so much classical music is broadcast now (and so much is available on cassette) that the thrill of a live concert cannot be the same. There can also be the doubt that contemporary ears have become both satiated and anesthetized. Christopher Seaman's recording breeziness at Saturday morning concerts may be an unconscious reaction to this regrettable fact.

Michael Church

## ARTS

# The history man

Martin Fagg on A J P Taylor



*A Personal History.* By A J P Taylor.  
Hamish Hamilton £9.95. 0 241 10972 8.  
*The Origins of the Second World War.* By A J P Taylor.  
Hamish Hamilton £9.95. 241 90506 0.  
A J P Taylor interviewed by Juliet Gardiner in Today's History Series, Channel 4.

Behind this rich yet succinct book (274 pages — none ignorable) a yet richer book lies concealed. This is the reputation of this orchestra, the full house at St John's; all credit to Peter Fletcher, the orchestra's director, for the choice of programme and to the young players for executing a variety of complex works with panache and technical assurance.

Robbed even of these actionable insights, this memoir is sustained by absorbing and entertaining. Alan Taylor is, above all, a supreme enlivener, a perennial pepper-up of what is, on other lips and from other pens, soporific and inert. He could never, for a moment, be stiffly, however hard he tried; and his jokes are both frequent and genuinely funny, even if undetectable by some of his stolider detractors.

His pungently impromptu television lectures have given back to hosts of viewers a zest for history that they thought they had lost forever in the classroom; and they are, of course, just a fragment of his overall achievement. Like many determinedly diligent men, he professes to be lazy; and the odd mix of self-congratulation and self-deprecation is also not untypical. Why does he have to keep assuring us that he is more distinguished than so-and-so (usually some historian we may never even have heard of) or that he has turned out to be the most distinguished member of some group of young dons or undergrads? We know it already. Conversely, he seems unduly cold and unaffectionate towards some of his literary offspring, seeming to endorse fully now only about half-a-dozen of his 30 books.

Such detachment is no doubt admirable in its way, but strains

credulity when he refers to history as "not much more than a hobby". Nor is consistency his long suit, for later he writes: "History has always been my consuming passion." Mere hobby and consuming passion? There are lots of other contradictions in the course of the book: perhaps they are there just to keep reviewers on their toes.

Could he may be to some long-distant brain-children, but his affection for his actual children (four by his first marriage, two by his second) is pervasively and touchingly manifest. He declares several times that his children were/are his "only friends"; but as the book is peppered with allusions to other old/dear/long friends, perhaps we need not take this assertion too seriously either.

The only noticeably friendless episode in his life seems to have been his first spell at Oxford. Having been an exhibitioner at Oriel, he became a don at Magdalen in 1938. In a way, he never really took to Oxford, nor Oxford to him — high-tailed and high Tory Oxford that is — though his influence on undergraduates was always keen. Perhaps he was, in later years, a little naive in underestimating the degree of sheer envy and resentment his emergence as a telestar and Sunday-paper pundit (and the enormous, by academic standards, fees commanded by such avatars) would provoke among his less-gifted colleagues.

Sometimes, in recounting the splendours and miseries of his Oxford years, he seems to want to have it both ways. For instance, he maintains that he would never have accepted the Regius Professorship that went eventually, and controversially, in 1957 to Hugh Trevor-Roper. He wanted to be offered it though — solely, by his own account, for the pleasure of then refusing it from the hands of a Macmillan still stained with blood from Suez. Certainly, for such a resolutely reluctant candidate, he

often these days, is appalling, the index cast in idiotically small print, while a little elementary editing could have erased some of the more obviously unintended repetitions. Anyway, in the context, both "credible" and "creditable" seem applicable.

Alan Taylor writes with bitter frankness of the agonisingly protracted breakdown of his first marriage. Margaret, his wife, fell obsessively in love first with an unrepentant Robert Kee ("in my opinion he behaved faultlessly") and then with Dylan Thomas. The latter was never more odious than in his ruthless sponging, not just on infatuated wife but on uncomplaisant husband as well. Walking back with her from *Brief Encounter* at the cinema, Alan Taylor, so he recalls, touched psychological rock-bottom. His second wife was, at her own request, excluded totally from his narrative. With his third — a notable Hungarian historian in her own right — he seems at last to have found well-nigh perfect serenity.

The serenity was well in evidence in a remarkably comprehensive half-hour interview with Juliet Gardiner on Channel 4. Ms Gardiner, who combines great affability with firm probing, asked why he had never written social history. "Not good at it." Would he revise any of his books? Yes, but it was no good tinkering with them, as the revisions would not cohere with the mood of the original. He would now make the end of *English History, 1914-1945* much less optimistic. "England had risen" he then wrote. Now "our country is going downhill very fast" — mostly the fault, in his opinion, of the Tories. He recalled that his description of Churchill as, unequivocally, "the saviour of his country" was a last-minute addition to the text. He had always been blessed with historical intuition, "green fingers" as Namier put it. His only self-indulgent book was his biography of Beaverbrook, where he had

been under the sway of great personal affection.

It is, of course, this intense relationship with Beaverbrook — the implausible repository, one feels, of all the accumulated amity that the author could not, for years, direct elsewhere — that is most frequently adduced by his detractors as evidence of a fundamental lack of judgment. What would be inexcusable flaws in others certainly seem, in the case of the Beaver, to be regarded as merely amusing foibles.

The welcome release of *The Origins of the Second World War* (first published in 1961) recalls a rather less friendly television encounter at the time, with Hugh Trevor-Roper vigorously impugning and Alan Taylor as vigorously defending the book's heterodoxy then (orthodoxy now) in seeing Hitler as an inspired opportunist rather than as resolute master-planner. Its author now sees it as "a period piece", its value limited by the paucity of sources available at the time of its composition. An over-modest assessment, perhaps, as it still reads brilliantly and, for the most part, persuasively, with just the occasional moments of strain and exaggeration rarely avoided by those propounding what is at the time a novel and heretical thesis. However, the canard, current at the time of the book's first publication, that, in robbing the Führer of his precise time-table of aggression, it was also somehow exculpating him from responsibility for his atrocious crimes, is quite unsustainable on any fair reading of the actual text. That Hitler, like Bismarck, waited on events and let other people's fears do his work for him, does not make him one whit the less wicked and Alan Taylor never contended that it did. All men sometimes hesitate, cynical realists as well as woolly idealists — like (one final delicious vignette from the autobiography) that arch-villain, Kingley Martin, seen here hovering outside a Caxton Hall meeting "like a clergyman hesitating whether to go into a brothel".

At 77, Alan Taylor declares his determination to retain his "intellectual powers... undiminished". His autobiography provides abundant evidence that he is succeeding.

Colin Ward

# Box jewels and black stars

Arts documentaries are seen by the executives of the television companies as "jewels in the crown of the annual report", according to one participant in the two-day conference on "Television and the Arts", held on June 11 and 12 at the Institute of Contemporary Arts in London. In association with Channel 4. This was very evidently a matter of TV people talking to TV people and the television audience, though referred to now and then in terms that conveyed its invisibility from the far side of the screen, was not actually considered in any depth until the afternoon of the second day. But the event was less introspective than this might imply and the inevitable moments of self-congratulation at past achievements were easily outweighed by expressions of concern at the future of an area which must interest anyone who cares either for the arts or for television.

Jewels they may be, but arts programmes are often expensive to produce and cannot hope to achieve the ratings that they thus find themselves in the "Catch 22" situation of being unable to justify transmission at peak viewing times because of low audiences, and not reaching wide audiences because of scheduling at unpopular times. They are also caught in the dilemma of trying to widen their

appeal by sticking to the safe pastures of "mainstream" culture, or risking zero ratings if they accept responsibility for investigating more experimental work by lesser-known contemporary artists. As editor and presenter of the *South Bank Show*, Melvyn Bragg was able to suggest how this last problem may be resolved within the formula of the TV magazine when the content can be varied from one programme to the next for a relatively established audience.

The problem of experimental v "mainstream" culture (the late Lord Clark's series *Civilization* was, perhaps unfairly, cited as the lowest common denominator of the latter in both form and content), becomes particularly acute when one considers that funding for arts programmes must be provided by international co-production. Reiner Moritz, whose RM Arts and Arts International have established themselves as outstanding in this field, distinguished between simple pre-purchase and genuine involvement in co-production. But the danger of both these is the obvious one that by widening the potential audience, one also increases the pressure to make bland programmes on safe topics rather than, as the critic Peter Fiddick pointed out, getting television to reflect the culture of the society it serves.

Not surprisingly, producers of television arts programmes tend to overestimate the significance of television and the durability of their own work for it. Even the arrival of the video age does not alter the fact that viewers will treat most programmes as ephemeral and that the documentary on a painter or writer that aspires to the status of the work it presents and reveals its full meaning only on the second or third viewing, is almost certainly bad television. This is not to deny the quality of much work that has been done in this field or its importance in recording and stimulating the arts in this country. But its main concern must be the journalistic one of education, criticism and analysis for the benefit of the artists and their public. Having said that, however, I welcome the fact that the ICA videotheque now offers the opportunity to see some of the best arts documentaries as well as artists' videos and other programmes.

The National Film Theatre is currently running a season of 25 British films featuring black actors. It sets out with the perhaps conflicting aims of paying tribute to their work while at the same time illustrating stereotypes in the portrayal of black people in British cinema. That there may be a conflict here emerged from the discussion following Richard Dyer's lecture on Paul Robeson (June 8), when the organizer of the season, Stephen Bourne, defended his decision to include *Sanders of the River*, despite its overtly colonialist standpoint, on the grounds that it was of historical interest and was likely to be misinterpreted by anyone seeing it in this context. It also demonstrated how an actor like Robeson could transcend such material, though he repudiated the film when it was first released.

Robin Buss

# We were there

Britain in the Thirties.  
BBC 2, Thursdays 9.30pm.

There is a line of Whitman's that runs "I was the man. I suffered. I was there". It explains the fascination for viewers of programmes of the Times Remembered kind, which bring together bits of old newsreel, press photos and headlines, with juxtapositions of old family snapshots of the young men and women who, now lined and white-haired, sit in their armchairs and tell us how it was. They suffered. They were there.

Now that the thirties have become history, the problems for the planners of this 11-part series must have been what stories not to explore. Do we pick up the big issues, the nine-day wonders or the telling trivia of daily experience?

Christopher Cook, the producer, opted for a bit of each, a sideways glance, as he calls it. So we have seen and heard the survivors recalling Alexander Korda's efforts, with the aid of the Prop to build another Hollywood at Denham, the Inverdon mutiny when Ramsay MacDonald's National government out three shillings a day to keep Britain in the days of Alex James, the Oxford Union's king and queen debate, and the launching of the Queen Mary from John Brown's shipyard. This week's story was of the rise and decline of Moseley's British Union of Fascists. Last week's took up a theme which meant more in more people's lives: the growth of the owner-occupied suburb.

It focused on one particular place: Fets Wood in Kent. There in 1929 a speculative developer, Basil Scruby, took advantage of the railway company's willingness to build a half that brought the silver birches within 22 minutes of London. In 1930 11 old pence would buy an early morning "Workmen's" return to Holborn. Not that the first settlers were workmen. Scruby wanted a high-class neighbourhood and his custom-built Tudor houses attracted bank clerks, civil servants and city workers, whose children remember them striding off to the station in pin-stripe trousers, vicuna jackets and homburg hats, umbrellas neatly rolled.

By 1933 sales had tailed off, and Scruby sold the land on the other side of the tracks to another developer who was soon to build semi-detached houses of the ubiquitous thirties kind and sell them for £955 with a £10 deposit and a building society mortgage, to "the wrong sort of people", as one of our witnesses called them. For a while, there was antagonism and suspicion between



G. H. Blackwell & Son, Fets Wood, Kent.

the two sides of the railway. Should the newcomers be allowed to join the Fets Wood Sports Club? But Miss Pegrum, the retired LCC teacher who set up a school in her front room, accepted the infants of the baker as well as those of the bank teller. "They're all God's children", she reminded herself.

The programme used the telling technique of dissolving old photos of the raw and new houses of the thirties, matured into the leafy ardens that 50 years of planning and improvement has made. It's amusing that our ubiquitous English snobbery used to call them Jerry-built. We can learn something from the days when a multitude of undercapitalized small builders (47 of them at Fets Wood) were putting up between 240,000 and 300,000 houses a year all through the decade, and when, with low and stable interest rates and small deposits it was easier for a skilled worker in South-east England to buy a house if he had a regular job, than it is today.

As one of our witnesses remarked, "Everything was growing. We were growing. Fets Wood was growing. Things were happening. It was a marvellous place to grow up in."

This is not our usual stereotype of the period and it reminds us that then, as now, we were two nations. As Orwell put it in the train from Dover, returning from Spain in 1938, here was the sleekest landscape in the world, merging into "the huge peaceful wilderness of outer London". And the industrial towns? They were "far away", "a smudge of smoke and misery hidden by the curve of the earth's surface".

Colin Ward

# On the carpet

*Carpet Magic.*  
Barbican Art Gallery until June 19.  
The Eastern Carpet in the Western World.  
Hayward Gallery until July 10.  
Carpet in Palatine.  
National Gallery until July 24.

Whether or not carpets can ever be regarded as self-sufficient works of art, that is how they are shown at the Hayward and Barbican galleries. Not surprisingly, given their functional purpose, it is only from the time of the Early Renaissance that any substantial number have survived and, by a happy coincidence, this is more or less when they first began to appear in western art. From its own incomparably representative collection, the National

Gallery has gathered together a substantial number of pictures, several by artists who subsequently lent their names (Memling, Holbein, Lotto, etc) to the types of carpet they depicted. Set beside real examples of the same or a similar design, they reveal the varied uses to which Europeans put them and offer an opportunity to observe the translation of tatted pile into patches of paint.

The reverse comparison is possible at the Hayward. Among the most rare and exquisite eastern carpets are those made in the court workshops of Iran and many of these were designed by Persian painters. Similarities of subject and treatment abound and with magnificent examples like the Swedish Royal Hunting one (number 65) or the small animal rug (number 66) from the Louvre, we can be left in little doubt. Carpet design and pictorial art overlap and now that we are more accustomed to recognizing figurative imagery in an apparently abstract scheme, the connection appears even more widespread.

Michael Clarke



A Kizak rug from the Caucasus, nineteenth century. From Carpet Magic at the Barbican.

**Next week**  
Lola Potter on Charles I, Craig Brown on Footlights, and Pierre Watter on *The British at Table*.

**Endpage**  
Additional reviews of important new books on Mozart, Beethoven, and art history for the layman.  
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## BOOKS

## Forces of reform

**Beyond Progressive Education.** By Ken Jones. Macmillan £3.95 and £10.00.

Strange things are happening in and to the politics of education. Polytechnic students become chairmen of education committees. Mr Livingstone's friends are engaged in a mysterious reconstruction of education and ideology in London. Gender and race assert their contentious place in debates about the curriculum. The unions seem uneasy about their role: the NUT declines to take part in the doings of the Secretary of State, yet wishes to remain a central element in the Establishment. The Manpower Services Commission, driven by the twin engines of unemployment and megapounds, crashes into the closed and tidy world of education, and nobody quite knows what to make of it.

The time for moderation and consensus has, it seems, now passed forever. A book which analysed clearly the nature of the new arguments, and drew the lines of battle, would be particularly welcome. This is unfortunately not such a book. What Mr Jones has done is to produce a short book which reads like a very long one and, in the process, to illustrate why the forces of progress and reform are in such an acutely embarrassing mess. *Beyond Progressive Education* is packed with jargon, arrogant assumptions about the virtues of radicalization and the power of teachers, and vague but threatening gestures towards a new society and a new curriculum. In the early summer of 1983, Sir Keith Joseph could not have hoped for a better ally.

What are the themes of this disturbing book? First, of course, the mediocrity has failed (failed, it must be said, to do what Mr Jones supposes that they should have wanted to do). They were to be found in two overlapping and loosely organized camps. The progressives, represented especially by Dewey (in spite of the fact that there is little evidence of his serious and direct influence in England), were critical of authoritarianism and attentive to

a psychology of learning. The champions of "equal opportunity", represented in the social democratic tradition by the magisterial figure of Halsey, dominated policy making for some years but have not, as they promised, changed the world very much for the better. Neither of these enfeebled champions has been able to withstand the contemporary onslaught by monetarists, marketeers, populists and writers of Black Papers. Only the true Left can meet and defeat the new Right.

The trouble with the "reforming tradition" (and there is, of course, force in this argument) is that it has necessarily confined itself to questions internal to schooling and not been able effectively to criticize or modify the social and economic system to which it is subservient. Mr Jones starts from a conviction, apparently so obvious that it need not be stated (still less argued), that the system is thoroughly bad. He shows no taste for comparing it directly with other arrangements, whether in Western democracies or (say) the USSR. Reformers have failed to rise above the influence of the minimal needs of the labour market... to fully secularize the school, or to ban physical punishment from it.

There is, he argues convincingly, an unholy harmony between the Black Papers and Callaghan's Ruskin speech. A high culture must, doubtless, be preserved for the few but most pupils were in schools to meet the needs of industry. It is embarrassing for Mr Jones (who has much to say in praise of "the people") that this could well be what most real, as distinct from idealized parents would want. He looks back approvingly to some of the forgotten efforts of the years between the wars, when the Communist Party led efforts "to develop a revolutionary socialist critique of state education and of its reformers". The Teachers Labour League evolved in this way - breaking with Russell, Wells and Tawney ("the wets" of the middle Left, so to speak) and affiliating with the Educational Workers International.

Something of this tradition was

revived after the excitement of 1968, when "Rank and file" espoused both militant trade unionism and a curricular radicalism.

Our work continually involves compromise of our principles in so far as we are required to prepare pupils for examinations and tests which are anti-educational; to exercise an authority and control over children which we may frequently disagree with; to coerce pupils into conformity when conformity means subservience to a host of social evils. We are paid to serve the interests of the state rather than the interests of pupils.

Conservatism is now being resisted in other ways - in the teachers' strike in Barking and Dagenham in 1982 (to preserve, although Mr Jones does not labour the point, 160 jobs for teachers paid by the state), and by the growth of the Socialist Teachers Alliance. What must be done? The key themes are politicizing teacher attitudes (towards nuclear disarmament, for example), feminism and militant trade unionism. Richard Hatcher is quoted approvingly, not only on sexism and racism but also on curriculum. What is to be the radical response? What is to be the radical response? What is to be the radical response?

So, for example, a responsibility for an old or handicapped person could give rise to all sorts of study projects - on diet and budgeting, on teaching literacy or other skills, on dealing with welfare and state agencies, on the personal or social meaning of mental subnormality or old age.

This is a provoking and, in some ways, an important book. Its argument and its emotions are often clouded by a tortured style, and that is a pity. Mr Jones teaches English in a London comprehensive school, was until recently Secretary of the Barking and Dagenham Association of the NUT and is, I understand, a Balliol man.

Harry Judge

## Man at the top



Andropov, By Zhores Medvedev, Basil Blackwell £7.50, 0 631 13401 8.

It has been said that government's big problems and man's small brain constitute the essential dilemma of modern times. However well we train specialists in finer and finer aspects of technology or the economy, one person is needed to lead and co-ordinate their activities. That chance has played its part in elevating Yuri Vladimirovich Andropov as Brezhnev's successor as General Secretary of the Communist Party in 1982 cannot be discounted, and it is also one of the themes of this study. Another theme is that Andropov would not have been Brezhnev's own choice and we can read into this, likely departures from traditional styles of Soviet Communist government and possibly changes in substance too.

Before elaborating these ideas something needs to be said of the credentials of the author. The two Medvedev brothers are an important phenomenon in Soviet Western relations. Zhores, the author of this book, is by background a scientist and a writer on Soviet science policy who has been involuntarily exiled

from Russia since 1973. Subsequently, he has published works critical of Soviet public policy including *The Nuclear Disaster in the Urals* (1979). His twin brother Roy still lives in Moscow as a dissident historian, and he seems to have been in some respects at least an important source for the material in this book which necessarily enhances its interest.

Russia has a tradition of being reticent about the personal lives of its politicians, and Medvedev confesses that not much is known of Andropov beyond his track record of a 66-year-old KGB bureaucrat with staying power. However, his public style, and the fact that he is strongly supported by particular members of the army and the Politburo, provide the key to his future policy. Among other political topics, Medvedev's book considers future trends in the Soviet economic programme, its domestic individual rights legislation, and its foreign policy. It is well known that the Soviet Union with its expanding population must grow and import more food. In future Medvedev predicts it will concentrate more on the elimination of waste in internal distribution. He predicts too that Russia's dissidents, or democrats, as learning to ridicule as well as resist some of the regime's heavier handed forms of control. An example he gives is the recent arrest in Moscow of a whole cinema queue, who ought, it was said, to have been at work. Not only dissidents pointed out that this was not the right way to increase the country's industrial output.

Medvedev's perspective on Andropov's foreign policy will be closely scrutinized in the West given his acutely sensitive interest. He believes that Western politicians and journalists habitually misread Soviet foreign policy. He argues that this regime will not move obviously in the interests of its domestic needs. Whether or not he is right Medvedev's informed and detailed study provides an important analysis and critique of post-Brezhnev Soviet society.

Sally Jenkinson

## History on safari

**The Colonial Empire: a Comparative Study from the 18th Century.** Second edition. By D K Fieldhouse. Macmillan £7.95. 0 333 33023 4.

**The Partition of Africa.** By J M Mackenzie. Methuen £1.50. 0 416 35050 X. A New History of Southern Africa. By Neil Parsons. Macmillan £3.95. 0 333 26220 4. West African History. AD 1000 to the Present Day: A Revision Guide. By Elizabeth Isichei. Oxford University Press £1.25. 0 19 913269 0.

**A Glimpse of Nigeria's Past.** By Stuart Hamilton and Eyo Eyo. Ethnographica Ltd £1.75. 0 905788 16 8.

The enthusiasm in common rooms and, one hopes, in classrooms for the "regional extension of history syllabuses" has, for rather too long, been unmatched by "accessible and intelligent" reading. Any reasonable points which readers might wish to make, and other students concerned with Third World history, has had to include a combination of works either contaminated with the older insensitivity of Eurocentricity or by the newer wave of rather un scholarly and unobjective tracts in which libertarian morality invades and finally defeats rational historical analysis. Some publishers, enthused, no doubt, by the fat profits accruing from being "adopted" in English-speaking and newly independent states, have published works for export which are so deeply flawed that

they stand out as cultural equivalents of the pharmaceutical companies who dump dubious drugs in poorer parts of the world. Such opportunism was not a respectable answer to the continuing stream of parochial and racist interpretation they set out to combat.

David Fieldhouse's magisterial overview, *The Colonial Empire* is a useful, revised version of his 1966 volume with the same title. Professor Fieldhouse scores very highly on two important counts in this book. First, highly sophisticated and respected scholars in his league only rarely make themselves easily read. Too many scholars regard obscurity as a badge of manhood, and profundity and brilliance are too often thought to be discovered in direct relationship to the volume of neologisms and arcane theories. Fieldhouse is, however, a masterly simplifier who manages to convey complex ideas without stooping to flummery and, importantly, without distorting his reasoning and his portrayal of complexity. Second, this volume is a genuinely comparative points which readers might wish to make, and other students concerned with Third World history, has had to include a combination of works either contaminated with the older insensitivity of Eurocentricity or by the newer wave of rather un scholarly and unobjective tracts in which libertarian morality invades and finally defeats rational historical analysis. Some publishers, enthused, no doubt, by the fat profits accruing from being "adopted" in English-speaking and newly independent states, have published works for export which are so deeply flawed that

Much more limited in scope is J M Mackenzie's short but valuable essay on the Scramble for Africa.

Mackenzie surveys the major theories of this epic of late imperialism and concludes with his own interpretation. It is a pity that he does not attribute the reviewed ideas and facts to provide the reader with a more extensive bibliography; his includes only 14 items which would, in any case, have been more helpful for student and teacher alike had they been even briefly specifically discussed. But this in none the less likely to provide useful for the A level student.

Neil Parsons's lavishly illustrated but commendably cheap *New History of Southern Africa* provides an excellent introduction to the area's history. Although Dr Parsons has followed the contours of the School Certificate demands of a number of examination boards, it is to this great credit that this does not notice. The picture research behind this volume cannot be too highly praised although the reproduction of many of the more ancient photographs is in an inexpensive book. The worth of Parsons's study is again twofold. First, he gives a great deal of historical coherence to *Southern Africa*, an area which modern political boundaries have tended to split rather artificially into South Africa and English-speaking Central Africa and the ex-Portuguese territories. Before 1900 or so, these divisions had little or no real significance and this point is made well and strongly. Second, Parsons has done an excellent job of controlling the increasingly complex and large bibliography of

Southern African studies. He shares with what will be a largely young readership the fruits of his considerable mastery of this extensive field. The only criticism of it that should be made is that of the internal syllabus themselves; there is so much concentration on political history in these pages that the essential richness and particularity of Africa's varied social, cultural, economic and spiritual history gets left out and Africa is swamped, as in a rather monocular view of what human history might be about.

Elizabeth Isichei's revision guide is similarly scarred by her need to conform to the no less political concerns of the West African Examinations Council. The alleged revolution in historiography will presumably batter down the cobwebbed walls of examiners' boards one day but I begin to wonder if I shall just see it. Stuart Hamilton and Eyo Eyo's 26-page glimpse, designed to accompany the superb *Treasures of Ancient Nigeria* exhibition at the Royal Academy, recently, shows very precisely just how dulling political history is if it is undisciplined. They illustrate aspects of the history of areas that were to become Nigeria through the art they produced. In its brevity there is a much more profound sense of the past of extraordinary and exciting peoples, the texture of their lives, beliefs and aspirations than poor Professor Isichei is permitted to convey.

Richard Rathbone

## BOOKS

## Define and discuss

**Labour and Socialism: A History of the British Labour Movement 1867-1974.** By James Hinton. Harvester Press £5.95. 0 7108 0184 X.

**Politics, Power and Revolution: An Introduction to Comparative Politics.** By Peter Calvert. Harvester Press £5.95. 0 7108 0196 3.

Both these books are excellent introductory texts though *Labour and Socialism* contains material that has not been widely researched before. James Hinton has a lively style and the early chapters encourage the reader to read on. His purpose is to analyse the Labour movement within the context of working-class history. This involves a detailed consideration of the conflicts, strands of opinion and thought and, as some might claim, the inherent contradictions of having social reformers and idealists within the same political movement. It may come as a surprise that poverty was an obstacle to

trade union development. Hinton argues that poverty enforced an intense parochialism as a means of self-protection for the late nineteenth century working-class. "The great mass of the urban poor remained impermeable to working-class organization."

Hinton has been able to achieve the tricky aim of writing a history that is provocative, well researched, that has the right balance between the past and the recent past and makes the reader question his/her perception of what may be familiar historical controversies. The comparison with the present political context, given the high unemployment and uncertain future, is difficult to ignore. In the twenties the working-class turned to municipal action, like the Poplar Strike, to protect their standard of living and provide some hope for the future. Certainly the battle that has raged between central and local government since 1979 bears some comparison.

Peter Calvert's book is appealing

Richard Evans

## Green eyes

**The Irish in Ireland.** By Constantine Fitzgibbon. David & Charles £10.95. 0 7153 8129 6.

**A Servant of the Queen.** By Maud Gonne MacBride. Boydell Press £4.25. 0 85115 209 0.

Neither Constantine Fitzgibbon nor Maud Gonne was Irish-born, though Fitzgibbon could (and Maud did) claim Irish ancestry. Both fell passionately in love with their adopted land. Maud, a fearsome female knight errant, plunged head-first into the colourful politics of an oppressed people. Fitzgibbon fell with equally naive enthusiasm for the Irish past. In each case they donned green spectacles which sadly obscured their vision.

Maud Gonne's self-dramatizing autobiography was first published in 1938, when she was in her seventies. It was well worth reprinting. Despite chronological confusions and odd omissions, it is a lively story - and only partly fictional. A noble-hearted, vivacious, lovely and tragic heroine, a goddess to some and a terminally troublemaker to others, Maud cared deeply and practically for the poor and for Ireland; but not, it seems, for poor Willie Yeats. "You make beautiful poetry out of what you call your unhappiness and are happy in that," she consoled him sensibly. She served him well elsewhere, for Maud first delivered those celebrated lines in *Kathleen ni Houlihan* that sent out "Certain men the English shot". Among them was her own unsatisfactory husband.

Constantine Fitzgibbon remarks in passing, half-way through, that his is not a history book. He leaves wide open the knotty question of preface, style to identify the Irish, he gets hopelessly if understandably lost by the bottom of the first page, and never recovers. He loses his way in a compendium of stories and stereotypes, with howlers, misprints, and simple blunders scattered in profusion.

As Mr Fitzgibbon remarks, Irish history is intermingled with mythopoeia; much of its perhaps created more recently than he implies. In his case it is intermingled also with flashes of real insight, but they are outnumbered by the rambling irrelevances and inconsequences, and disfigured by clumsy prose. The publishers seem to have done nothing to tidy up the errors, but they have improved appearances by adding some fine photographs. Even these are spoiled by banal captioning and by the failure to acknowledge, save on the dustjacket, that they are the work of George Mott.

Tom Corfe



Thomas Malthus

## Drawing on ideas

**Economists for Beginners.** By Bernard Canavan. Writers and Readers Publishing Cooperative Society, £6.95 and £2.50.

This curious set of comic strips purports to explain the value, production and distribution theories of Smith, Malthus, Ricardo, Mill, Marx, Marshall and Keynes. Canavan is a freelance illustrator and film-poster designer with an Oxford degree in PPE, and his pictures are the more successful part of the combination. The illustrations are accompanied by quotations from the *magnum opus* of each economist, together with commentary by the author. The excerpts are aptly chosen to reflect each economist's main ideas, but the author's exegesis is loaded against the neo-classical school. While Canavan's treatment of Marx is uncritical, his judgments on the mainstream economics obtrude, while his reaction to Malthus is hostile.

After a while, I found myself reading the text and ignoring the pictures: a sure sign they add little

Two standard textbooks on American Politics, MJC Vile's *Politics in the USA* (Hutchinson £5.95, 09-151771-8) and John D. Lee's *Political System of the USA* (Faber £5.95, 571-18068-X) have now appeared in their third edition. Both have been updated and revised although the basic structures remain as before. They are good, readable introductions to the subject, and if Vile's is more coherent and self-contained, Lee's is more likely to lead students to other literature.

The Political Use of Symbols by

because his enthusiasm and commitment to his subject is abundantly clear. The first sentence of his preface sets out his approach: "We live in an age in which it is simply no longer possible to do without a knowledge of politics." It may be obvious but it certainly needs stating.

Calvert has provided a general introduction to the main themes of comparative politics which will be of use to the student, the traveller and even the business person. The book provides definitions of politics and discusses about constitutional, electoral systems (an excellent chapter) and decision-making. However, the essential purpose of the book is to be an introduction to the understanding of comparative politics.

The author concludes at the point at which he began. Politics is an unavoidable part of human existence and therefore cannot be ignored. People should attempt control of their environment otherwise governments will do it for them.

Richard Evans

*I think I may fairly make two postulate. First, that food is necessary to the existence of man.*

*Secondly, that the passion between the sexes is necessary and will remain nearly at its present state.*

The most sparkling essay in the collection is Roger Opie's on "Economic Planning and Growth", a pathology of the National Plan. He shows that the plan was not presented as a carefully calculated balance of alternative objectives. "If 'Heaven rejects the force of nicely calculated less or more', so too apparently did the Government." His sharp assessment was that when the government was faced with the ultimate choice, it preferred to sacrifice faster growth and full employment to the existing exchange rate, and not the other way round. The Plan was often condemned as "indicative planning". Opie derides it as "subjective".

Lord Kaldor's "Conflicts in National Economic Objectives" unearths a fascinating 1925 Minute in which more agreement with Keynes than with the Treasury view, which subsequently dominated policy.

In "What is the British Predicament?", Professor Phelps Brown emphasizes that the post-war rise in productivity in manufacturing has been greater than in any previous period, and that the British people are better off materially than ever before in their history. So much for decline. Of course he agrees that relatively we have done worse than many of our competitors; but we are still one of the richest countries in the world. Another myth he dispels is that the British worker is particularly strike-prone. Aji Singh's scholarly piece on de-industrialization is included, together with Ball and Burns on "The Inflationary Mechanism in the UK Economy". It is encouraging to see such economists admitting that "the role of an incomes policy is primarily to avoid the basic confrontation between inflation, the balance of payments, and the rate of unemployment".

The lesson to learn from this volume is that demand management is not enough. Suitable policies must be pursued towards the balance of payments and for the determination of wage bargaining. Neither will be easy. As Professor Feinstein warns, the latter will probably require radical changes in long-standing and strongly-defended institutional arrangements. If these can be achieved, the British economy is likely to perform more successfully in the future.

David J Whitehead

## Essays in analysis

**The Managed Economy.** Edited by Charles Feinstein. Oxford University Press £17.50.

This collection of essays on British economic policy and performance since 1929 has been edited by Professor Feinstein for the Economic History Society. It comprises 13 essays by distinguished economists (all reprinted), and a specially written introduction by the editor, which sets the essays in their historical context, judiciously summarizes their main conclusions, and explains some of the economic analysis used in the essays. This introduction is a masterpiece of condensation: very balanced in tone, it presents a synoptic view of the present theoretical positions on economic policy.

In the mid-sixties, Feish argued that the "margin of unused productive potential" should be increased (in unemployment made to rise to half a million). Feinstein notes that this idea aroused much hostility because of its implications for unemployment. Economists argued at the time that it would be politically unacceptable. No one in 1965 would have believed that unemployment would rise to six times that level in the next 17 years.

Feinstein also selects an essay by Professor Matthews, which questions the conventional wisdom that high levels of employment since the war have been due to the application of Keynesian techniques. He demonstrates that the government was not, on balance, injecting demand into the economy, but was actually running a large surplus. It was the relatively higher level of investment which contributed principally to economic growth.

The excerpt from Harrod's biography of Keynes provides a riveting account of the clash between Hopkins, Norman and Keynes on the Macmillan Committee; marvellously stimulating archival material for teaching, and echoed (in rather less Olympian prose) by their modern counterparts. Anyone who has discussed policy with the "monetary authorities" would endorse Keynes' complaint that the Treasury view "bends so much that I find difficulty in getting hold of it".

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mic Planning and Growth", a pathology of the National Plan. He shows that the plan was not presented as a carefully calculated balance of alternative objectives. "If 'Heaven rejects the force of nicely calculated less or more', so too apparently did the Government." His sharp assessment was that when the government was faced with the ultimate choice, it preferred to sacrifice faster growth and full employment to the existing exchange rate, and not the other way round. The Plan was often condemned as "indicative planning". Opie derides it as "subjective".

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David J Whitehead

## Dependable, thorough

**First Economics.** By G F Stanlake. Longman £3.95. 0 582 22335 0.

Any addition to the numerous O level economics textbooks already available needs to offer either a completely fresh approach or must be written by an established author. Most economics teachers have heard of George Stanlake, and many gratefully use his earlier texts for A level students. Like Harvey, this author is dependable, thorough, and unexciting: normal textbook qualities. The 30 chapters fully cover the typical O level syllabus, and are interspersed with 11 test papers comprising short answer, true/false, multiple-choice and data-response types and questions - though no answers are provided, which is a mixed blessing.

The rather uninspiring photographs add little to the narrative, and a number of pages are printed with out-of-focus typescript.

The dangers of over-simplification are frequently manifested, for example: "Since economics looks at the way people behave, it is described as a social science." Theology is classed as another social science. Women in particular are singled out as unusually demanding individuals in clothing.

The number of minor errors is few for the first edition of a text-

book. Stanlake maintains that the market for luxury yachts is limited by price, when he means income. Figures 4.3 and 4.4 are muddled in the narrative. The diagrams, which explain increasing costs and diminishing returns in the short run should be reversed to present the logical sequence from increasing to diminishing returns. Several figures, for example 4.5 and 6.2, are not referred to in the text. It is confusing to describe shares as "permanent loans" (p.80). The chapter on government and industry includes the odd remark: "many socialists believe, however, that the state-owned industries are now so large and bureaucratic that workers are able to exercise very little control over the way they are run." Why "socialists"?

The microeconomic theory is quite advanced for O level, but teachers will welcome the extremely clear treatment of comparative advantage, and the seasoned practitioner's emphatic explanation of the terms of trade. The six-page double-column index is helpfully analytical. The 354 pages represent good value for money, and *First Economics* is likely to become a popular choice among those few teachers who can still afford to buy new sets of textbooks.

DJW



Azing bones from a tank: a picture from Ivory Crisis, by Ian Fairer and Mohamed Amin (Chatto and Windus £14.95), a beautifully illustrated study of the facts behind common assumptions about the declining elephant population. Here, surprisingly, poachers and ivory traders are less forcefully indicted than African governments and the conservation bodies themselves.

**Among this week's contributors:**

Robin Buss is lecturer in French at Woolwich College of Further Education. Martin Ceadel is lecturer in politics, and Fellow of New College, Oxford. Alex Porter is lecturer in political education at the Institute of Education, University of London.



## BOOKS

## Life after death

How It Feels When a Parent Dies.  
By Jill Kremenitz.  
Gollancz £5.95 0 575 03290 1.

It is good to see a book on this subject that is aimed at children. The author, who is Kurt Vonnegut's wife and a professional photographer, has collected 18 interviews from children aged seven to 16 who have experienced a parent dying. She accompanies these with black and white photographs of them and their families. What the children say is fascinating: they are very frank and open. Some of the deaths are terrible: "I was six when my mother died. She jumped out the window from the fifth floor." Another girl's father dies in a plane crash, there are heart attacks and ordinary illnesses too. The ordeal of funerals and

the feeling when you see a dead mother or father in the flesh, but somehow "no longer there at all", all is described. These children sound brave and older than their years, extremely tolerant and generous towards their remaining parent, almost protective, often encouraging them to have new partners.

This book might well serve to comfort some bereaved children as it so doubt intends to do. Being myself a bereaved child 15 years ago, I'm sure I would have been glad to know that there were other children in the same boat if only on the pages of a book. I suppose it might have made me feel less guilty about some of the more selfish feelings I had, just knowing someone else had them as well.

One could not really connect the isolation I felt with this book. It

somehow seemed too wholesome, and I think this is the fault of the photographs. The author has chosen to photograph the children alone and then within their new, post-death family, all smiles, often with dogs or woolly toys. So the pictures provide a strange counterpoint to the prose, sweetening and watering down the wonderful lucidity of the children. The book has gone down well in America, where they are fond of uncovering a taboo subject, I welcome the book but it is merely a first stage. I'd like to quote the little boy whose father shot himself, while the child was in the backyard weight lifting. "All of my family think he's in heaven, but I'm not sure."

Lenka Janiurek

## Learning to care

Learning to Help. By Philip Priestley and James MacGillivray.  
Tavistock £13.50 0 422 77470 7  
£5.95 422 77480 4

Real Questions. By David Field and Peter Toon.  
Lion Publishing £3.95 0 85648 290 0

*Learning to Help* is an extraordinarily good introduction for anyone interested in being a "good helper", a role which most of us adopt, or would like to believe we adopt. Angle and context are posed by the authors in a way that cannot but make the reader examine his/her own image and/or problem before

projecting either on to friends and/or on to... Not the word *client* is for the purpose of this book, taboo, as is *case* or any similar word, and rightly so as the authors are writing about people.

The sections on counselling and group leading are particularly creditable, including as they do exchange-role-playing games and similar exercises, together with appropriate formats for interviewers and interviewees alike.

Illustrated, well referenced and indexed, its 157 pages provide a useful addition to our growing library of learning-to-care books, and is certainly to be recommended both to "starters and teachers".

*Real Questions*, written from an enlightened Christian standpoint,

will satisfy the converted but still leave the rest of us with at least one eyebrow raised. The book is at its best in raising issues in a way which leaves the searching reader perhaps better informed of the slowly and painfully changing Christian dogma. It is at its weakest when moving into specific areas where bible teaching conflicts with the changing laws of increasingly secularised societies viz. capital punishment, adultery, homosexuality and AIDS. But how does one respond, for instance, to "Whatever God allows to happen in the immediate future, the Christian knows that the end of world history will reveal the Prince of Peace reigning in total triumph"? Over what?

Joe Benjamin

## Maps, chaps and data

The Changing Geography of the United Kingdom. Edited by R.J. Johnston and J.C. Doornikamp for the Institute of British Geographers.  
Methuen. £17.50 416 74800 7  
The U.K. Space. Edited by J.W. House.  
Weidenfeld and Nicolson £8.95.  
297 78183 9

The Changing Geography of the United Kingdom has been written to celebrate the fiftieth anniversary of the founding of the Institute of British Geographers. The editors commissioned to edit this important new work decided to interpret their brief with "a series of statements on geographical change in the UK during the fifty years of the IBG's existence". Accordingly 19 distinguished academic geographers were invited to contribute papers to this symposium, making it an extremely valuable overview of the different ways in which political decisions and "trends in economic activity, social attitudes and perceptions of the physical environment" have affected the UK landscape and modified or extended our way of life.

The 18 chapters of the book each cover a specific field; one in which the author concerned has had a continuing research interest. Studies of land use, population, agriculture, energy, water, transport and industry are followed by topics such as "The changing face of the city", "The changing political map", pollution and conservation. Methuen has risen to the challenge by providing their authors, and the IBG, with a handsomely presented volume; extensive but worthy of the occasion. The maps, charts, tables and graphs make this a highly desirable acquisition for the reference library. These include many fascinating research findings, and range widely in interest, scope and character. They include a graph showing "Columns of The Times annual index devoted to pollution" (1965-80) and a

map of "Rainstorm hazard", showing the distribution of daily rainfall in excess of 100mm between 1863 and 1960.

Inevitably the readability, relevance and value to the reader of each of these 18 chapters varies considerably. I suspect that many of the 73 founder members of the IBG in 1933 would have been bewildered by the overriding preoccupation with spatial models, economic structures, variables, rates and ratios. But they would have been (and no doubt some are still) impressed to see how the stature of their subject has grown and how this is reflected in the excellent bibliographies, which accompany each article.

There is something here for the general reader as well, such as the chapters on electoral geography and the geography of the welfare state. David K.C. Jones contributes a particularly interesting chapter on "Human occupation and the physical environment", in which he analyses the costs to society of natural hazards like fog, river and coastal flooding, and discusses ways in which the "urban-industrial environment of Britain continue to create marked and readily observable modifications to local climate".

J.W. House, President of the IBG, has written the Foreword to *The Changing Geography of the United Kingdom*, and appropriately, the third edition of his very successful *The U.K. Space, Resources, Environment and the Future*, has recently been published in a "thoroughly revised and rewritten" new edition. Inevitably there is some common ground, since the six authors concerned evaluate the regions, population, environment and land use, industry, transport and the urban system of Britain in turn. But these impressive symposia complement each other and both seem indispensable additions to any college or sixth form library.

Philip Sauvage

## Children's literature

## No longer an island

The Dragonfly Years. By Mollie Hunter.  
Hamish Hamilton £5.50 0 241 10976 0

Bridie McShane did a lot of growing up at an early age. It began, in *A Sound of Chariots*, with the death of her father, whose favourite child she was, and the realization of her own mortality. After wrestling with her own grief and sternly refusing to be paralysed by her mother's, Bridie won her independence and set off for a working life in Edinburgh. *The Dragonfly Years* discovers her there, ten years ago, a florist's apprentice and an earnest evening class student. In the period just before World War II.

Bridie has always been dogged by horrors. Her father got the wounds, that killed him so much later, in the trenches of France and Bridie had grown up in a colony of maimed and shell-shocked war veterans. When the first rumours of Nazi atrocities reach Edinburgh, they fall into a familiar groove of nightmare and Bridie is appalled to find some support for Hitler and Mussolini among her own circle.

Her political awareness, already fed by her father's socialist ideals, develops alongside her friendship with Peter McKinley, another even-

ing class student. Their relationship, based on shared enthusiasms, nearly founders when Peter forbids her to spend an evening with another man. Bridie, who is determined to be a writer, knows that it is more important not to be owned by Peter than to lose him. Peter, equally stubborn, joins the Navy just before war is declared.

This central relationship is somewhat idealized - the other man, for instance, has to be a "bouncer" and only after one thing - but what this second novel does chart is the bringing of Bridie's emotional maturity up to the level of her intellect and conscience. "I have given hostages to fortune," quoted Patrick McShane to his daughter in *A Sound of Chariots*. That Bridie does so too, in admitting her love for Peter, is, fortunately, not shown as a teenage girl's biological destiny but as a conscious adult choice to adjust her concept of freedom.

Despite the mushy endings, the book makes a powerful point: it is only with the victory of independence that you recognize your necessary involvement with the rest of humankind. Bridie knew, pre-consciously, when her father died, that the bell tolled for her, but it is only in the sequel that she accepts that she is no longer an island.

Mary Hoffman

David Sutcliffe's British Black English (Blackwell £5.50), which the TES reviewer welcomed as a unique and valuable contribution to teachers' understanding of their Black pupils' linguistic background, has just been republished in paperback. The author discusses everything from social trends to fine points of grammar, and always readably.

## POLITICS

## The art of the possible

Alex Porter surveys the books currently on offer to politics teachers, and suggests that in this field 'textbooks' may still need to be supplemented by academic books

"Pity the poor politics teacher! It's all very well our including material like this but there aren't any suitable textbooks to help them out." With such remarks one reactionary member of a Joint Examination Board subject committee engaged in preparing a new syllabus for the common examination at 16+ in politics attempted with tedious regularity to give the corpse of Brit Con the kiss of life.

Admittedly there was some justification for her remarks: some of the new syllabus content is not well represented in the textbooks. But supposing suitable books were plentiful, would teachers be willing to buy them? And if they were willing, could they even afford them? The success or otherwise of steps taken in the last few years to reform the teaching of politics in schools may well depend in the last analysis on the kinds of books which teachers use in the classroom.

Government and politics syllabuses have changed significantly. Very few could now be fairly described as a soft option. In the dark days before the reign of Bernard Crick, before the dawn of "Political Literacy", politics teaching was a tired litany of the institutions and procedures of parliamentary and local government and books like Harvey and Bather's *The British Constitution* (Macmillan) and Bickerton's *Whitehall Town* (Harrap) were the staple diet of A level and O level candidates.

Today, most A level syllabuses bear a striking resemblance to undergraduate politics courses, and the examiners demand a great deal more of candidates than the ability to recall concise constitutional "facts". Not only do they require a more critical conception of the problematic nature of such social "facts" but the scope of many syllabuses goes well beyond the safe positivist domain of institutions and procedures. Topics like "the nature of politics", "political ideas and doctrines", "basic political concepts" and "political issues" are difficult to avoid.

Given such demands it is somewhat surprising that Harvey and Bather is still to be found among the best sellers. Although it has recently gone into yet another edition the perspective remains the same: in the style of a human biology text it portrays the body politic as a living organism, identifying and dissecting the intricate workings of its internal subsystems one by one. The message is clear; the better we understand how the system is meant to function the less likely we are to abuse it and the healthier our society will be.

Two reasons for the resilience of this book emerged when I sought the opinions of several experienced politics teachers. These comments from one teacher in a sixth form college on the south coast were typical of many of the responses: "Lack of finance! It is an expanding department with a contracting budget. Each year the majority of the capitulation allowance goes on replacing old Harvey and Bather textbooks." But at the same time, many teachers choose this book because it best serves their strategy of entering the A-level candidates for O level after one year. Increasingly, it seems, Harvey and Bather is being used as a sub-A level starter.

An additional explanation could be deduced from several of the replies I received. There is clearly a belief held by many teachers that, despite their various deficiencies, it is necessary to provide students with the "security blanket" mentality which others invoked criteria based on "good coverage" of the syllabus. If these are the main criteria, then, almost regardless of its shortcomings, it seems that a thick heavy book is at a distinct advantage.

But, apart from such dubious

qualities, is the conventional type of textbook really appropriate to the requirements of A level syllabuses today? Can such a heavy investment which they represent possibly be justified?

On these questions teachers seem to be fairly evenly divided. Those who favour using texts and who have managed to escape from the treadmill of topping-up stocks of ancient books have turned in large numbers to Punnett's *British Government and Politics* (Heinemann Educational) and, in particular, to Brennan's *Politics and Government in Britain* (Cambridge University Press). Whereas Punnett demonstrates the more analytical approach so cherished by examiners the style and terminology is "hard going" for many sixth-formers. On this count Brennan scores heavily over Punnett for the presentation of ideas and the form of analysis makes the subject-matter much more accessible to newcomers to the subject. The rate of sales of the second edition published last year suggests that it has firmly established itself as a popular choice among teachers.

However, sceptics of the value of using textbooks are quick to point out that even those books published in the last few months are already out of date and, given the nature and requirements of politics syllabuses, are seriously inadequate and misleading. This is a major problem and presents a dilemma for publishers and teachers alike. At least two leading publishers with a good list of politics books, who declined to be mentioned, do not carry an A level text - and this is not for want of trying to find something which would match the needs of the market.

The seemingly insuperable problem is that if authors construct their accounts of politics from evanescent issues and events, rather than portraying politics as a set of barely changing institutions, then their books are in grave danger of becoming rapidly outdated. Hardly a commercial proposition for hard-pressed publishers.

Another objection to relying too much on a text is implied by this comment from one teacher who teaches in a comprehensive in the East End of London: "The further away the students can move from a textbook the more able they are at expressing their own ideas backed up with relevant source material." There is no doubt that the assumptions upon which a textbook *qua* textbook are based can militate against the aims of the more progressive A level syllabuses.

This is why Madgwick's *Introduction to British Politics* (Hutchinson) is so highly acclaimed. Although he remains within the state-institutional conception of politics the author positively refuses to provide a catalogue of packaged facts and opinions. By offering alternative accounts and documentary evidence, and by providing agendas for research and discussion, the book, in the hands of a thoughtful teacher, can do much to stimulate the analytical approach. Moreover when the suggested assignments are carried out in small groups the effect can be to change the traditional role of the teacher and to foster a more collaborative learning atmosphere.

Nevertheless, the fact remains, given the scope of most syllabuses it is inconceivable that a single textbook could be regarded as an adequate source for even 50 per cent of an A level course. More and more teachers are building up departmental libraries of specialist single-topic books and allocating them to between three or four students. In line with the direction of changes at A level, many teachers purchase copies of books which are intended primarily for undergraduate courses while expressing misgivings about the lan-

guage level as well as the expense of such books.

These factors go a long way to indicate why the Longman *Political Realities* series has been such a tremendous success. Relatively small and inexpensive volumes on "self-contained" topics like *Political Issues*, *Law and Justice*, and *Pressure Groups* commissioned especially for A level, they have proved to be so much easier to revise and reprint than larger, more extensive books. Given the problems of dwindling budgets and the dissatisfaction with available texts the more astute teachers have adopted the strategy of building their stocks of single topic books and relying on a sound summary of the institutional framework such as Sallis' *The*

*ern Britain* (Methuen) which should be far more appropriate to their needs. Although Barker confines his attention to Britain since 1880 he nevertheless provides a fairly useful historical survey of political ideas and a very comprehensive guide to further reading.

Barbara Goodwin's book warrants a special mention, if only to counter the claim that those trying to teach political ideas and concepts are poorly served by publishers. The particular virtue of this book lies in its form of analysis and style of reasoning. The reader is unlikely to be misled into regarding political ideas as objective packages of principles, about which there is a broad consensus among academics, to be learned and reproduced like alterna-

the stability and content of courses publishers have played the same theme with little variation, to the evident irritation of teachers. Without exception, all the teachers I contacted were extremely dissatisfied with what was on offer but accepted that the market was dictated by the apparent demands of syllabuses.

Given the parody of politics which prevails at this level it is clear why Baker's *Examining British Politics* (Hutchinson) is probably the most widely used text. Originally intended as an A level book, it has the virtue of good syllabus coverage plus a dash of intellectual commentary. It is, in the words of one teacher who runs a large politics department in an East London comprehensive, very much like a "Junior Brennan". This is true up to a point. However, what Baker lacks is the critical perspective and in particular (and sorely needed at this level) a lively interesting presentation. In this respect Gabriel's *British Government* (Longman) is far superior. The main drawback to Gabriel's book is inadequate coverage for an O level course, but I have no doubt that the publisher will soon seek to remedy this.

The interesting question is how will publishers and teachers respond to what promises to be a period of dramatic change in the teaching of politics below the sixth-form. The enduring and persistent progress towards focusing on issues rather than institutions has presented those who think in terms of the conventional textbook format with an intractable problem. Really useful issues are "living" issues, for which too extant fixed and pertinent perspectives are constantly changing and evolving.

One particularly worthwhile response to the problem is typified by the Longman General Studies series. Collections of short magazine-style units on topics such as *Nuclear Weapons and Warfare* and *Energy* are relatively easy for the publisher or even the teacher to update and supplement.

An excellent means of supplementing collections like these is to make use of the range of audio-visual material distributed by Mary Glasgow Publications. *The Politics*, *Nuclear Weapons*, *Immigration*, *Prejudice*, *Talking Pictures*, *Unemployment*, *Racism* and *Terrorism* are only a small selection of the sound-strip packages that are so highly thought of by those who are involved in teaching the real stuff of politics.

It will be at least a couple of years before the political issues approach gets a firm grip on sub-A level syllabuses, and even then such syllabuses will fall far short of the needs of those schools which are pioneering forms of political education based on popular and participatory rather than elitist and quietist conceptions of politics. Fortunately, if suitable syllabuses were ever to be produced, a very useful "textbook" for such courses is already available. Mark Smith's *Organize!* (National Association of Youth Clubs) has all the standard merits of comprehensive coverage and lively presentation. However, unlike other books on politics at this level, it concentrates on matters of immediate political concern - explaining exactly what might be involved in setting out to achieve particular political aims.

But I must admit that the prospect of a syllabus based on such a conception of politics must be very slender indeed. I find it hard to imagine how one would set about devising schemes of assessment to test and grade those who have had the benefit of a political education course which focused on developing political skills and the ability to organize and take collective action rather than on merely requiring recall of the basics of Brit. Con.



David and Gladstone fighting over the reform of the Irish Church - an illustration from *Government and People*, by Jon Nichol (Blackwell Evidence in History Series £2.35). This middle-school series uses all the tricks of the contemporary trade - charts, diagrams, projects, questions - to make its subject palatable.

*Machinery of Government* (Holt, Rinehart and Winston).

In theory this 'strategy' should serve to cure the "security blanket" mentality and make much better use of depleted departmental budgets but the snag is that it depends on teachers having near-encyclopaedic knowledge of publishers' current lists. There's nothing to be gained by substituting superficial and simplistic topic-books for superficial and simplistic textbooks. To give a case in point:

The task of teaching about political ideas and concepts is a challenging one for all teachers. They often complain bitterly about the lack of suitable books and yet the irony is that they continue to purchase in large quantities Renwick and Swinburn's *Basic Political Concepts* (Hutchinson) and Heater's *Contemporary Political Ideas* (Longman) which they readily admit are not really geared to the expectations of A level. Not many teachers appear to have come across either Goodwin's *Using Political Ideas* (Wiley) or Barker's *Political Ideas in Mod-*

ern Britain (Methuen) which should be far more appropriate to their needs. Although Barker confines his attention to Britain since 1880 he nevertheless provides a fairly useful historical survey of political ideas and a very comprehensive guide to further reading.

Barbara Goodwin's book warrants a special mention, if only to counter the claim that those trying to teach political ideas and concepts are poorly served by publishers. The particular virtue of this book lies in its form of analysis and style of reasoning. The reader is unlikely to be misled into regarding political ideas as objective packages of principles, about which there is a broad consensus among academics, to be learned and reproduced like alterna-

## A concise look at The History of the World

"The World, a television history" currently being broadcast on Channel 4 is based on the international best-seller *The Times Atlas of World History*. The Atlas, published by Times Books, has drawn on the expert knowledge of 80 consultant historians to provide a truly global view of world history.

The Times Concise Atlas of World History is also now available, illustrated with over 300 dynamic maps and with new accompanying texts. It has been published in the belief that a study of world history is essential for an appreciation of the world today.

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# Origins of the dream

The Political Ideas of the Utopian Socialists. By Keith Taylor. Frank Cass £17.50 0 7146 3089 6. A History of Socialism and Communism in Modern Times; Theorists, Activists and Humanists. By Warren Lerner. Prentice Hall £12.55 0 13 39 2183 2.

The theme of these two books is the origins and development of socialism. One is an overview, the other is an analytic investigation into the ideas and activities of some of the first writers to refer to themselves as socialist.

As an introduction to his subject, Warren Lerner's account possesses most of the virtues and few of the defects of the "comprehensive overview". In structure, it concentrates on the history of the movement devoting eight of its eleven sections to the development of socialism in the Western world which justifiably, he sees as beginning with the writings of seventeenth and eighteenth century reformers such as the Levellers and the Diggers, and Rousseau. It concludes with three modern sections on socialism and communism which provide a perspective on the contemporary communist world and its divisions in Russia, China, Eastern Europe and the Third World.

Carefully selected readings show how immersed in his subject is the author and they give guidance to those for whom an overview is merely an appetizer. Political theorists might want to question nuances of Professor Lerner's personal interpretation, but for the student or teacher in search of a dependable textbook on the subject of international socialism, this book is a useful example which does not shirk original comment.

In particular, the author is incisive about Eastern Europe and developments within communism in Hungary, Czechoslovakia and Poland in the fifties, sixties and seventies. Communism's unfulfilled claim, he asserts, to be a society of workers' control whose realization is currently being demanded by the Polish Solidarity movement. The book is not expensive on the UK but that may be attributable to the relative place of this UK in the history of the socialist movement.

## CHINA NOW HAD A COMMUNIST GOVERNMENT.

The Central Government of the People's Republic of China today assumes power in Peking.



"Hi! Welcome to China!" shouts a figure on the first page of China... for a change, by P. Melgham and B. McWilliams (Harrap £2.95, Teachers book £3.50). This book for slow-learners in secondary schools is, its authors say, a "chronological gallop" designed to offer the essential outlines of recent Chinese history up to the revolution. One wonders how the authors will tackle the rather trickier events which followed, and which are of very much more importance to today's teenagers. The book will be reviewed shortly.

The Political Ideas of the Utopian Socialists is a major contribution to political ideas to the extent that it demands that we revise and redefine conventional understandings of both "utopian" and "socialist". As his topics of investigation, the author has selected several major writers in the nineteenth century European tradition including St-Simon (1760-1825); Robert Owen (1771-1858); Fourier (1772-1837) and Wilhelm Weitling (1808-1871).

By "utopian" Mr Taylor identifies among his selected socialist authors not merely their desire to create an ideal society, but their desire to create an ideal society in which conflict is replaced by harmony, with the controversial structures of organization which "harmony" may require. As nineteenth century socialists, these writers held the Enlightenment belief that the application of technology in a planned way could render their ideal society materially possible. To that extent, the utopian socialists were realistic activists - even seekers after political power - and not impractical dreamers. It is no coincidence, then, that so many of them - with the exception of the

German Weitling - were associated with the French Ecole Polytechnique (for Napoleon's military engineers) or with the industrial entrepreneur, rather than with the world of the manual worker. Thus, they were used to the direction of large enterprises.

What is not meant by "utopian socialist" in Mr Taylor's refined definition is "armchair socialist" and none of those included in his selection was ever so in his political life. Owen built his model factory at New Lanark. Fourier and Cabot inspired communal settlements in the US. Indeed, Cabot died in America after having led some 20,000 settlers to found new "leisure" communities based on his Voyage en Carle. The authors were publicists and journalists interested as much in winning the mass of the people to their causes as in ideas with no practical outcome.

Both books in their different ways demonstrate the need to appreciate the range of thinking, action and scholarship involved in the understanding of this complex political ideology.

Sally Jenkinson

## Now we can speculate

People, Politics and Powers: Political Parties. By Philip Warner; Trade Unions. By Naomi Silverman; Freedom from Work. By Barrie Sherman; The Commonwealth. By Eric Morris. Wayland £4.95 each.

The British Trade Unions. By Elizabeth Gard. Cambridge University Press £2.15. 0 521 28225 X.

"People, Politics and Powers" books try to "give you the facts about the forces at work in today's world." One of their methods of underlining the immediacy - what used to be called the relevance - of their subjects, is to stand on the brink of the future and speculate.

"What does the future hold?" wonders Naomi Silverman about the new technology. Political Parties goes further out on a limb, suggesting major changes in the British political scene are imminent, and the "days of the two-party system may be numbered". An immediate issue to be sure, though if the mould fails to break, this time round and the jelly falls on the floor, it may shortly become an out of date one.

Bringing out this book at election time was a bit unfortunate, since the choices and scenarios apparent before June 9 will so shortly set into the groove of the next five years. It brings some of the ideas in the book into sharper focus, though.

Conservative supporters don't think enough and Labour supporters don't think too much. Conservatives tend to be too passive because they don't want change; Labour supporters want change but don't agree about the priorities. The importance of television is heightened at election times. Newspapers (of which over eight million Conservative ones are bought each day to less than four million Labour or Liberal) don't know the way people vote; they just re-inforce their opinions. These are all excellent discussion points, which will draw on everyone's experience; three weeks of media saturation have to have left an impression.

The strength of this book is not its analysis of British parties, though, but the way they are shown in the context of party divisions elsewhere. Christian Democrats, Social Democrats, Eurocommunists, Australian Liberals are lined up and sorted out, and single-party government is explained as well.

This international perspective is apparent too in Trade Unions where union history in Britain and America is described in parallel, Ned

Ludd and the Tolpuddle Martyrs metaphorically rubbing shoulders with the Molly Maguires and the Wobblies, whose goal of "one big union" in the US never became reality. Failure seems to be a repeating strand in Trade Union history. In the Third World, workers are often too afraid of losing their jobs to join, and in Communist countries unions are illegal, though Solidarity's defiance features in these pages too. The British Trade Unions, a topic book in the Cambridge "Introduction to the History of Mankind" series, gives the British picture more fully. It traces early failures and later successes with some emphasis on the traditional relationship between unionism and Labour politics - a relationship apparently crumbling now. Nearly half the working population at the beginning of the eighties carried a union membership card, but its political alignment is clearly no longer solid.

Concepts of work are in flux anyway, or if they're not already, says Barrie Sherman in Freedom from Work, they need to be. The work ethic took hold during the Industrial Revolution to keep factory hands hard at it and wean them from their sporadic agrarian work cycles. It worked too well; now we regard work as a right, which it isn't, he says, though decent living standards may be. We must learn to share our jobs, to work less but do more. New technology will free us from monotonous work and create the wealth for us to enjoy our leisure. This optimistic view sits unapplied with the current employment situation, illustrated here vividly by pictures of teenagers glue-sniffing or drinking away the workless day. Barrie Sherman's recipe for the transition is work ethic, education for life not jobs, and community planning to create opportunities for fulfilment in leisure.

The Commonwealth describes the origins, function and ethos of a unique institution, with clear information about its members, their status and their governments. Not so much an organization, more a club, not so dependent on formalities, more an opportunity for casual exchange of expertise and culture, the Commonwealth exists against all the odds. Like all the Wayland books this is well presented, extensively illustrated, and has a helpful glossary. The series should be useful in secondary schools for social and government studies.

Richard Evans

Jessica Saraga

## A global shiver

Britain and Soviet Communism: the impact of a revolution. By F S Northedge and Audrey Wells. Macmillan £6.95. 0 333 27193 9. £15.00. 27192 0.

The Adversaries: America, Russia and the Open World, 1941-62. By Michael Balfour. Prentice Hall £15.00. 0 7100 0753 1.

Defended to Death: a study of the nuclear arms race from the Cambridge University Disarmament Seminar. Edited by Gwyn Prins. Penguin £3.50. 0 14 022471 8.

What is so special about the Cold War? The question is worth asking since hostility between states has always been the most conspicuous feature of international relations. It pressed to give an answer most people would probably argue that international tension has become qualitatively worse since 1945 because of three main factors: the more strongly ideological nature of inter-state conflict, the global scale of such conflict, and the existence of nuclear weapons.

The role of ideology is the main subject of the study by Northedge

and Wells of Britain's reaction - or over-reaction - to the Russian revolution, a book "conceived as a modest contribution to the formation of more rational judgments". Modesty is in order here. It contains nothing new and can be justified only as an introductory text. It is therefore all the more serious that it betrays such ignorance of British politics (its handling of international relations being rather more respectable). Apart from its soggy analysis and omission of relevant material (especially on Communist front organizations), it contains numerous howlers. In the Northedge-Wells view of British history, J R Clynes refused to support the 1914-18 war effort. J E B Alderson actually edited the Daily Worker. Harold Wilson founded the Keep Left group. Aneurin Bevan rose from the dead to help Gaiskell at the 1950 Labour conference, and Alex Kilson of the Transport Workers is clearly a Labour MP called Kison-Clark. As well as errors of this sort, there are too many slovenly sentences. For example: "In 1975, possibly because of a miners' strike which brought down Edward Heath's Conservative government, subversive influences in

trade unions came under particularly heavy fire" - from which it is possible to infer neither the exact circumstances nor even the date of Heath's defeat, nor the main reason (25 per cent inflation) for trade-union unpopularity.

After this it is a pleasure to turn to Michael Balfour's elegant and cogent essay, now deservedly reissued in paperback on the global dimension of the Cold War. He argues that the United States set out to restore "the open world of which the Enlightenment had dreamed in the eighteenth century and the Liberals in the nineteenth", and by 1962 had succeeded in creating a free and prosperous "half-world" with a fair chance of co-existing with the other half. He is particularly strong on developments in Germany and on the economics of post-war recovery, but is surprisingly uninterested in the problems for the Middle East, and the Third World generally, in being asked to make a choice between half-worlds.

That nuclear weapons have provided the major dynamic for the Cold War is powerfully argued by a group of ten Cambridge dons -

none, interestingly, a physicist or specialist in international relations. Their several contributions have been welded by Gwyn Prins into a coherent text which stands out from the run-of-the-mill anti-nuclear book by virtue of its careful account of the history of cruise and Pershing 2 missiles and its recognition of the need to specify an alternative defence policy. Even so, it has its drawbacks. Its discussion of issues such as nuclear blackmail is weaker than that recently provided in British Nuclear Weapons: for and against by their Cambridge colleague Jeff McMahan. And, despite having three historians among its authors, its introductory chapter on "The trail of mistrust, 1914-73" is not wholly convincing. In its keenness to defend the Soviet Union it exaggerates the extent to which it has "caught by surprise" in June 1941, overlooks the Katyn massacre and the Soviet refusal to evacuate its troops from Iran in March 1946 as promised, and presents a misleading account of the one unequivocal instance of Soviet aggression, the Korean War.

Martin Ceadel

## Party systems

Frank O'Gorman's Emergence of the British Two-Party System 1760-1832 (Edward Arnold £4.50, 7131-6293-7) explains the appearance of modern parties here. The two-party system appeared during the later eighteenth century and has since survived a lot including the fall of old parties and the rise of new. The latest attempt is examined by Noel Tracy in Origins of the Social Democratic Party (Croom Helm £5.95, 7099-2426-7). There is something cumulatively odd about this one. It was written by an Australian based in Australia at Flinders University. It was originally completed in September 1979 but has not been substantially rewritten. It has a mere 58 pages of text which makes it quite remarkably expensive. Content is a clear case and brings up many of the difficulties inherent in the subject. Not that it is an easy or uncontroversial text but it does provide something substantially chewable for those with intellectual teeth, and does not anaesthetize even those without.

The main differences between the editions are an extra chapter, labelled "A Footnote to Rally the Academic Professors of Politics"

## Mechanics of power

Public Administration in the United Kingdom: An Introduction. By David Faruham and Malcolm McVicar. Cassell £5.95. 304 30338 0.

The Local Government System. By Peter G Richards. George Allen and Unwin £5.95. 0 04 352105 3. £14.95. 352104 5.

The institutional arrangements for the conduct of the political process and the means for the implementation of policies are essential ingredients in the study of the political system. One can argue about ideology, the merits of a multi-party system, the case for coalition government and the influence of pressure groups. However, at some point in the analysis it is necessary to look at the ways and means by which central government and the other constituent parts of institutionalized politics, such as local government, approach the business of governing.

Farnham and McVicar have written an introduction to public administration in the UK. It can be used for several purposes. For providing a general introduction and foundation for further study of public administration for the application of certain concepts and disciplines to the study of public authorities; and for developing an awareness of the controversies of public administration. To many, this is a dull and tedious subject to be avoided at all costs. This book shows that it can be exciting, relevant and controversial.

The authors have succeeded in producing a book that will appeal to the sceptics and, most important, a book that relates public administration to the political culture of Britain. The book is divided into five parts: The Political Environment (concepts, political behaviour, parliament and the EEC); The Administrative System (civil service, public services, law enforcement); Economic and Social Policy (the machinery of economic policy-making, policy in practice); Key Contemporary Issues in Public Administration (labour force structure, industrial relations); and finally the conclusion considers the current relationship between public administration and politics. The authors are unashamed in their wish to see a strengthened public sector.

Professor Richards has extensively revised his important text on the local government system in England and Wales. He is a passionate advocate of local democracy and the book makes no secret of it. It is essential reading not only for students, councillors and local officials, but, given the uncertainty of the future direction of local government, the book should also be on the desks of several Cabinet Ministers.

Richard Evans

## Twenty years and three pelicans

In Defence of Politics. By Bernard Crick. Penguin £2.95. 14 02 0655 8

Bernard Crick's Defence of Politics has now reached its twentieth year and its second Pelican (really its third) edition with innumerable reprints on the way. Since it first appeared, it has been a favourite introductory textbook for politics students mainly because it presents a clear case and brings up many of the difficulties inherent in the subject. Not that it is an easy or uncontroversial text but it does provide something substantially chewable for those with intellectual teeth, and does not anaesthetize even those without.

The main differences between the editions are an extra chapter, labelled "A Footnote to Rally the Academic Professors of Politics"

## Gather and classify

Comparative Government. By Rod Hague and Martin Harrop. Macmillan £14.00. 333 25636 0 £5.50. 25637 9.

Countries and Concepts. By Michael G Roskin. Prentice Hall £16.75. 13-184325-7.

The Constitution in Flux. By Philip Norton. Martin Robertson £17.00. 85520 521 0 £5.95. 522 9.

What Sort of Society? Edited by Howard Elcock. Martin Robertson £17.00. 85520 523 7 £5.95. 524 5.

Democracy in Western Germany. By Gordon Smith. Second Edition. Heinemann Educational £5.75. 435 83793 1.

West Germany: Politics and Society. By David Childs and Jeffrey Johnson. Croom Helm £10.95 7099 0701 X £5.95. 0702 8.

The Limits of European Integration. By Paul Taylor. Croom Helm £14.95. 7099 2423 2.

Terrorism in Europe. Edited by Yohann Alexander and Kenneth A Myers. Croom Helm £12.95. 7099 0728 1.

The Non-Conformist Radicals of Europe. Edited by Edward Goodman. Duckworth £9.95. 7156 1712 5.

Common Crises. By The Brandt Commission. Pan £1.95. 330 28130 5.

The study of political systems has no specific method of its own but draws upon those used in history, economics and philosophy. It generally relies on the historical approach - gathering facts, classifying them and showing how they are related. If at all. All the books reviewed here follow this pattern, though some also rely on economic models and/or philosophical argument.

The two on comparative politics are specifically undergraduate textbooks. One British, one American. The British book (by Rod Hague and Martin Harrop) is properly comparative, examining the historical and social contexts of politics and then the institutional structures, using examples from all over the world. This is all fairly standard but the last section, an attempt to show how the performance of government can be evaluated, is new in this kind of book. The one real gap in conclusion considers the current relationship between public administration and politics. The authors are unashamed in their wish to see a strengthened public sector.

Professor Richards has extensively revised his important text on the local government system in England and Wales. He is a passionate advocate of local democracy and the book makes no secret of it. It is essential reading not only for students, councillors and local officials, but, given the uncertainty of the future direction of local government, the book should also be on the desks of several Cabinet Ministers.

The failure of British governments for more than a decade to

deliver either what they said they would or what people wanted, has led to an increase in proposals for constitutional reform, and Philip Norton has produced the first student text on them.

Norton distinguishes six different attitudes to the proposals ranging from high Tory, which rejects all change because the risk outweighs any possible benefits, to Marxist, which sees constitutional arrangements as irrelevant to the real basis of power. In between are various more moderate positions, Socialist, Traditional, Group and Liberal. There seems little chance of a comprehensive and rational package emerging although Norton looks forward to an improvement in the debate from its hitherto crude level. Recent social and economic policies in Britain and possible reforms are dealt with in the essays written by members of staff at Newcastle polytechnic and edited by Howard Elcock. The first part, on economic policy, examines such topics as Keynesian versus monetarist theories, free markets versus state economics, multi-national corporations in Europe. It is more technical and less committed than the second part, on social policies (such as housing, health, education, social work) which seems rather ideologically oriented.

The two books on West Germany are about the same length but Gordon Smith concentrates on the place of the party system in the success of liberal democracy there since 1945 while David Childs and Jeffrey Johnson attempt comprehensive coverage including the political system, the economy, social structure, education, mass media, law and order, women and the armed forces. Smith's book does its job well, providing a sophisticated account of the political system and its relationship with the past.

The vast area which the other one attempts to cover means that it has no chance of reaching this level but even so, it gives the impression of having been put together in a great hurry.

Paul Taylor is committed to European integration, and seeks to explain the forces which support or oppose it. He suggests that the Communities are based on three tendencies, to centralization, internationalization and expansion, which together stopped further integration from the late 1970s. To break the impasse, he proposes the acceptance of partial agreements, so that those countries willing to increase integration could do so without the need for all to agree at once; a more closed and self-centred international policy; and, possibly, the withdrawal or even expulsion of the least cooperative members, especially Britain.

Western Europe is the world's most active region for terrorists, and according to a rather pessimistic chapter in the book edited by Yohann Alexander and Kenneth A Myers, there are real dangers that some states may be destabilized. Even if they are

politics is not merely a synonym for government and other institutions or processes connected with it. It is, instead, a particular way of conducting government which involves plurality and freedom at essential parts of the system. Some doctrines are therefore consistent with politics and some, chiefly old-fashioned autocracy and modern totalitarianism, are not. For the former, Crick lists the good old trio of liberalism, conservatism and socialism while the latter are fascism and communism. The first edition was attacked by some critics for suggesting that no politics could exist in totalitarian states but although Crick altered it to meet this point, a careful reading of the original version shows that he had in fact not committed the sin attributed to him even if he had come pretty close.

CS



Violence being the trendy educational topic it is, Julian Fox's Violence In The News (Wayland £4.50) will be assured of a ready market in inner city secondary schools. It spans vandalism, burglary, demonstrations (above), broadcasting, comics and crimes passionelles, treating each one in the form of an illustrated news story with "Did you know?" boxes on each double-page spread. King Lear sits beside Ten Rillington Place in the "further reading" list...

not, the cost in terms not only of lives and injuries but also of positive policies which might otherwise have used the resources devoted to security, is enormous.

Even without the terrorist threat, industrial societies are faced by a range of serious problems both in terms of their own internal structure, and their relations with the less developed world. The collection of essays edited by Edward Goodman deals mainly with the former while the second episode of the Brandt Commission report deals with the latter.

The Non-Conformist Radicals of Europe refers not to the subject of the essays included in it but it is a characterization of their authors. The main problems looked at are those of population growth, energy supply, economic expansion, mass production, technology and youth unemployment.

Carl Slevin

...the world today

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## RESOURCES

# Confusion confounded

Barry Fox on the rising price of video recorders

It's a full time job keeping up with what's happening in video. Some of it affects schools directly, some of it indirectly. Here is a brief version of what's happened recently, what's happening now, and what's likely to happen.

Later this year there is going to be a shortage of VHS and Beta video recorders, and the price will rise by up to £100. Part of the price rise is due to the poor state of the £1 sterling against the Japanese yen. But that is only part of the story. Last year Philips and Grundig complained to the Common Market officials in Brussels that the Japanese were dumping video recorders in Europe at below their real cost and so making it difficult for them to sell their V2000 system. In fact V2000 has been selling badly (with a market share of only a few per cent in Britain) for no other reason than the fact that it came on the market too late.

By the time good V2000 machines were available (early samples offered very poor pictures and even sound compatibility problems) the standards battle had already been fought and

won. The VHS format had picked up the support of most of the major manufacturers, including ThornEMI-Ferguson in Britain with all its rental and retail marketing clout.

Sony's Beta format gathered a markedly lower market share. There just wasn't room for a third system even though that system has technical advantages. Shops do not want to stock two systems, let alone three. Many education authorities had already committed themselves to VHS.

So, although V2000 has picked up a respectable market share in Germany and Holland, where there is less competition from Beta and a natural allegiance to the "home system", it has been an uphill struggle all the way for Philips and Grundig in Britain.

To try and support Philips and Grundig, who are after all the only companies in Europe with their own video systems, Common Market officials hammered out an agreement with the Japanese Government in January this year. To give Philips and

Grundig what the EEC described as a "guaranteed sale of 1.2 million units a year" the Japanese agreed to limit the number of video recorders imported into Europe from Japan to 4.55 million units a year. They also agreed to raise the price. That's why, quite apart from the yen-sterling exchange rate, Japanese video recorders will cost more.

As the number of video recorders allowed into Europe from Japan is well below the Japanese estimate of how many they could sell, a shortage of Japanese machines also seems inevitable. Whether this will help Philips and Grundig sell their own V2000 machines remains to be seen. But clearly schools which have already invested in VHS recorders, and are committed to the system, won't now switch formats. For that matter neither will anyone who wants to buy a video recorder which is the same format as their neighbour, so that they can exchange tapes.

Pre-recorded V2000 tapes aren't easy to find, despite extensive and

expensive campaigning by Philips to make them available. Even blank tapes aren't in all video shops.

There has been much publicity recently for the factories in Europe which assemble VHS and Beta video recorders from kits of parts sent over from Japan. Sony, Hitachi, Mitsubishi, Sanyo and Matsushita (National Panasonic) are all already planning to assemble, or are already assembling, video recorders in Europe. ThornEMI-Ferguson, JVC and Telefunken have a joint venture, called J2T, which has two factories already on steam.

One is in Berlin and the other in Newhaven. Together their capacity is 0.5 million VHS machines a year. Most of the Ferguson and JVC VHS machines on sale or on rental in Britain, and the Telefunken machines on the Continent, are made in these factories.

However, the Common Market Eurocrats decided that their limit of 4.55 million video recorders a year must include a maximum of 0.6 million kits. Clearly there aren't enough kits to go round all the factories hoping to assemble Japanese video recorders in Europe. So this will also contribute to a shortage. Ironically it will also put European workers in the assembly factories out of a job, because they will have no assembly work to do. Already the J2T factory in Berlin has one of its four production lines idle and Newhaven has one out of three lines waiting for the Common Market to let them import more kits.

The price rises which the Japanese have been forced to impose are governed by the number of features and facilities on a machine. A complicated system of "points" means that a machine with slow motion, still frame, and remote control will carry a larger price handicap, than a stripped-down machine which simply records and plays back. So it will make increasingly good sense to decide, before purchasing, whether you really need any extra features and facilities. But there is one feature that will immediately appeal to schools. This, so far available only on VHS format, runs the tape at half speed so that a standard cassette lasts twice as long.

Half speed VHS machines are now available from most VHS manufacturers at a price premium of around £500. They all have a switch which enables the user to select normal or half speed while recording. You can change the switch setting half way through a recording if you like, for instance if it seems likely that the tape will run out before the end of a programme being taped. On playback the manual speed switch is inoperative. A circuit inside the machine senses the speed at which a tape has been recorded and switches the playback speed accordingly. If the recording speed has been switched while a recording is in progress, the picture on playback just breaks up briefly and then stabilizes at the new speed. Inevitably there is some loss of quality: the picture is rather less sharp and the colour less true. But a half speed recording is perfectly watchable. The sound suffers more. A three

hour VHS cassette runs for six hours, and a four hour cassette eight hours. This can be useful where there's a need to make several recordings off-air, unattended, on a single cassette.

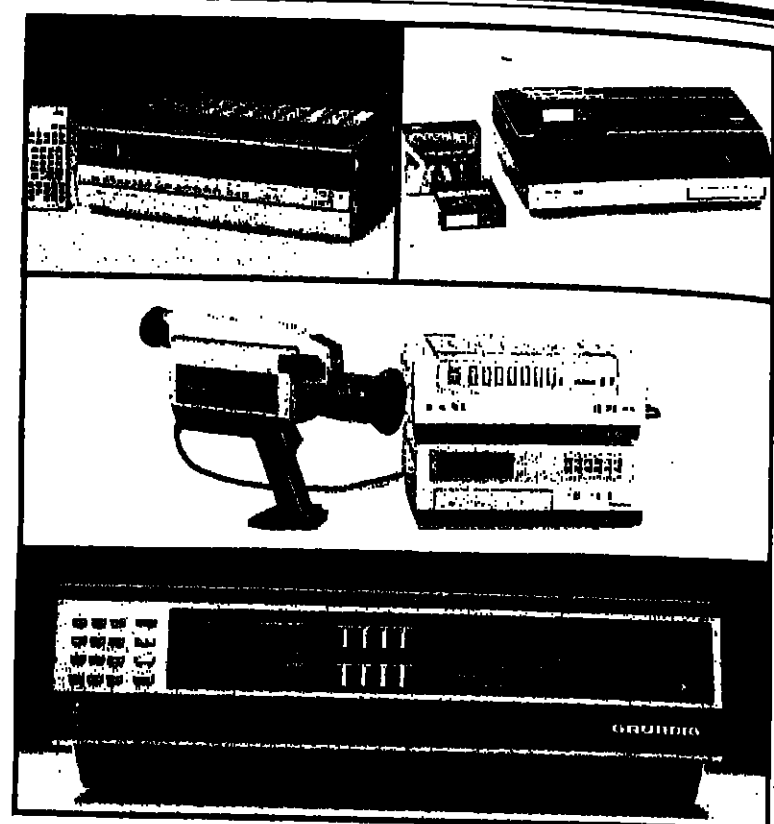
The V2000 system could offer the same facility, without loss of picture or sound quality. The flip-over V2000 cassette holds up to four hours recording in each direction. Normally the user must take out the cassette, and flip it over. Grundig has long since developed and demonstrated an auto reverse machine which switches the direction of tape travel automatically. Unfortunately it is not yet in the shops, even in Germany. This, sadly, typifies the real problem for V2000. The system has considerable potential, but it is consistently realised too late. Although V2000 is sold as an eight-hour system, it is a VHS machine that can now offer eight hours of continuous recording.

Also, although the relatively high tape speed of V2000 should give an improvement in sound quality over VHS and Beta, especially in stereo, the Japanese have shown far more interest in stereo. There have been a few Grundig stereo recorders in the shops, but they have been of little practical use because there are very few pre-recorded tapes with stereo soundtrack available. The machine is also clumsily designed, because it does not let the user easily tape simulcasts off-air, like most VHS stereo machines. For a simulcast, an FM stereo radio station transmits stereo sound while the TV station transmits the pictures and mono sound. The Ring was broadcast this way, and the thousandth Top of The Pops. To record a simulcast off-air, using a stereo video recorder, you need to over-ride the mono sound coming in with the TV signals, and instead tape the stereo sound coming from an FM radio. Most VHS machines have a simple switch to do this trick. But there's no such switch on the Grundig.

Philips hasn't yet launched a stereo V2000 recorder in Britain, because the Vienna factory is having to make a special simulcast model for Britain. But Japanese factories were producing a simulcast model for Britain on sale over a year ago.

Meanwhile, as if to give the Japanese ammunition against the Common Market Eurocrats, the price of Grundig V2000 video recorders in some shops is now down to £269. This is less than half the original price and is less than half the price of the VHS and Beta machines which they had accused the Japanese of dumping at below cost. As well as alienating anyone who has loyally bought a Grundig machine at full price, this kind of confusion makes the trade and press progressively less willing to support the V2000 format.

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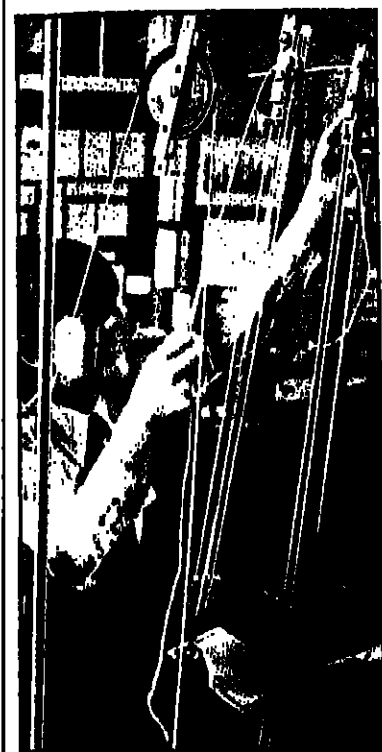
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## MEDIA

## Scientific advances

Janet Fairbrother on a primary science exhibition



Demonstrating a system of pulleys

It was decided in January that Croydon would hold its first Primary Science and Technology Exhibition. After some initial hesitation, the response was excellent with some 60 schools volunteering to exhibit work. Many schools had already been teaching some science, others had not done any before but accepted the challenge. Schools submitted an outline of their work in the form of a flow-chart showing the inter-connection of activities and ideas which are now collected together into a book, and every primary school in the borough will receive a copy. This has been made possible by the support of the British Association for the Advancement of Science, and all the schools exhibiting will receive a certificate from the British Association.

Work done by the pupils and teachers varied from a written description of the farm visit done by some younger pupils to a water-wheel driven pencil sharpener made by a group of third-year juniors, and included an imaginative drawing of wood lice done by some nursery children to the different shapes of propeller made and tested by a class of top juniors.

The Exhibition filled four large rooms at the local teachers' centre, and remained open throughout the half-term week so that the children could bring their parents to see their work. Originally planned to show what the primary school could do in Croydon's centenary year, Croydon teachers feel that its effect has gone much further, in that it has given confidence to teachers about their ability to teach Science and Technology, and it has provided the schools with a resource of ideas which they can use in their teaching in the future. As one teacher said: "This is the best in-service course I have attended."

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## Heart disease epidemic

Joan Godly reviews 'Plague of Hearts'

CONTINUING EDUCATION  
Plague of Hearts  
BBC1. Mondays, late night

Heart disease in the affluent West has reached epidemic proportions - and epidemic is the right word. So why do so few people know this? Perhaps people are confused by, and probably tired of, conflicting reports and statistics. Perhaps the increase simply has not been brought to public attention. This series of five programmes aims to present the results of recent research so as to increase awareness both of the scale of the problem and of the possible ways of tackling it.

Plague of Hearts seeks to examine the social aspects of heart disease, and the first programme shows the scale of the epidemic in terms that make some impression, using individual cases and statistics. The frequency of deaths from heart disease is much greater than of road deaths; yet road deaths are newsworthy.

The programme tries out a "news item" read by Jan Leeming citing heart disease deaths. It compares this with actual news film of the Bradford smog epidemic of 1951 when people flocked to become vaccinated, and again of smog in the early 1950s. The smog deaths so stirred national feeling that they eventually led to the passing of the Clean Air Act. Yet very little action is being taken to combat the much worse heart disease epidemic.

Much of the evidence for high-risk factors is circumstantial, but this has not prevented health measures being taken on previous occasions. The programme illustrates how the cholera epidemic in Soho in the last century was traced to a water pump in Broad Street, and so new main sewers were constructed. Only much later came the discovery of the water-borne causal organism, the final link in the chain of evidence.

The weight of evidence relating to

heart disease is now strong and extensive. A large measure of agreement is apparent among the medical fraternity, and the World Health Organisation cite several well-established high-risk factors - smoking, high fat diet, high blood pressure, overweight. All this suggests it is not the "patient" approach that is called for, but the "population" approach, that is, raising public awareness by education and information - as these programmes seek to do.

Some areas - particularly in the USA - have attempted the public concern approach with some success. Mankato, Minnesota, has established a programme of free screening for raised blood pressure, blood cholesterol content and so on. People are helped to make intelligent judgements on diet - for example by detailed labelling.

In the second programme, Jack Scott illustrates risk prospects on a map of Europe, showing high and low risk countries. Britain has the doubtful distinction of coming out top! Distribution is not uniform, but since high risk people cannot yet be identified effectively, the broad approach is the only one likely to make an impact.

However, the will to do it must be there. Programme three examines the pitiful attempts to reduce smoking in the UK, and points out that although the links between smoking and lung cancer, and smoking and heart disease are known, the interests of the tobacco industry and of tax revenue militate against any real progress. Statistically lesser problems, such as road accidents, are the subject of legislation.

The series as a whole makes compelling viewing, although there is a certain amount of repetition - no doubt in an attempt to drive the points home. The programmes serve a most useful purpose to the viewer who wishes to keep informed and up-to-date.

## Fun for all

by Hugh David

In Your Own Time  
BBC School Radio  
Fridays, 2.20pm pm.

"Some are born to leisure, and some achieve it, all too many have it thrust upon them," said Peter Claydon characteristically in his introduction to the first of three programmes. In Your Own Time, the schools radio series is a sort of users' manual to leisure - a bran tub filled with suggestions of "things to do, places to go, thoughts to think."

John Noakes started it off with a report on grass sailing, which sounds as bizarre, not to say ridiculous; a way to spend one's spare time as land yachting. Donning a pair of giant roller skates, apparently, one just points oneself downhill. Noakes tried it, of course - and shot unexpectedly backwards down a suburban cressa run.

Split over the first two programmes was an interview with folk singer Ralph McTell. His advice to would-be musicians was decidedly practical: don't be in too much of a hurry to leave your bedroom.

Whether the aim of the series is to offer youngsters ideas for filling up the coming summer holidays or strategies for post school leisure is not made clear. Probably a bit of both. Nevertheless it's a positive, optimistic series which comes, like many on Radio 4 nowadays, with a free background fact sheet (available on receipt of an a/c from In Your Own Time, BBC Schools Radio, London W1A 1AA.)



## Snakes-s-s

FILM  
Snakes, Scorpions and Spiders  
16mm, 15 minutes  
Produced in the USA by the Learning Corporation of America  
Sales Inquiries, Educational Media International, 25 Bolleau Road, London W5 3AL

Garter snakes emerging from hibernation are an early image in this film, and then we see dozens of snakes almost piled on top of one another. Several males court a female, and one succeeds in mating. The snakes then migrate 20 to 30 kilometres to their feeding grounds on the short grass prairie, where some fall prey to owls and hawks.

The rattlesnake is another species shown - we see its threat display, and the animal killing and engulfing a small rodent. Scorpions are also found in the same habitat and are seen feeding on cockroaches and being attacked by their enemies, the ants. The activities of spiders illustrate the range of types found on the prairie. Although this film shows only American animals there is much material of interest, particularly in the snake sequences.

John A. Barker

## Snapshots

by Liz Heron

ADULT EDUCATION  
Me and My Camera  
Thursdays, late evening. Time according to region. London area, Sundays.

Me and My Camera is rather home-spun stuff, but shot through with a few threads of glamour. The pattern echoes the generally accepted divisions between professional and amateur photographers.

The presenters are Joe Partridge and George Hughes, a pair of archetypal hobbyists. Both are, however, professionals, but of a distinctly amateur kind compared with such legendary lenspersons as Patrick Lichfield and David Bailey, or triple-award-winning sports photographer Eamonn McCabe.

All three feature in the series, as do Heather Angel, famous for her studies of the world's flora and fauna; leading advertising photographer Tony Evans; and Anthea Sieveking, who specializes in photographing children.

If they are genuinely to succeed in instructing, instructional programmes such as this - dealing in a blend of practical know-how and creative judgment - have to be very well thought out. On that score Me and My Camera has benefited from the long experience Michael Langford has brought to it as technical adviser.

And the star guests are not simply shown off as exemplary practitioners, but used to draw out the solutions to photographic problems likely to be within the experience of the viewer. Eamonn McCabe is seen at work photographing indoor sports, Heather Angel with close-ups of garden flowers, and Anthea Sieveking photographing babies.

Entertainment comes first, with the professionals observed at work. This is followed by Messrs Partridge and Hughes spelling it out for us more slowly back in the TV studio. One problem is the degree of deference to star status and idiosyncrasy. Attempts to provide bland foils to the patrician Lichfield and the archly pious Bailey only result in sycophancy. George Hughes laughs awkwardly at Lichfield's unfunny asides as he gives pointers on photographing groups, and smiles indulgently at Bailey's throwaway responses to his banal questions.

The pity is that as Bailey is followed round the decaying London docklands on a mission to capture the atmosphere of dereliction, he does say some interesting things that his companion doesn't engage with. He feels there's more scope in black and white than colour because "some technician at Kodak decides what red's going to look like" and brushes aside the significance of sophisticated equipment: "It's just a decision what to photograph." But the questioner evidently isn't going to cast any aspersions on the intentions of the photographic industry, so these are opportunities missed.

The series misses other opportunities by adopting too conventional an approach to its expectations of the non-professional. While the stars' originality is lauded, viewers are only prompted to smarten up on technique and look out for more photogenic subjects. It's a short-sighted view of how photography is being used that ignores more adventurous goings-on.

## BRIEFINGS

radio & tv

For schools

Watch your Language! (Monday, 10.31 ITV)

Was Victor the Giraffe a victim of the media? How far should newsmen be allowed to intrude to obtain a story? Newsreel and interviews are used to show 12 to 14 year olds the problems of "Presenting the News".

Let's Move! (Monday, 11.00 VHF4)  
Tina Heath introduces two programmes on "Safety in the Street". Five and six year olds practise different manoeuvres involving themselves as pedestrians and motorists, whilst having the procedure at traffic lights and in crossing the road reinforced.

Words and Pictures (Monday, 14.01, BBC2, Wednesday, 11.00 BBC1)  
The story of a toy dog "Dogger" helps five to seven year olds learn words beginning with "do" and then encourages discussion on favourite toys.

Coming up Music (Monday, 14.20 VHF4)

A preview of the 1983-84 music output for primary and secondary schools. Introduces the series which are new next year.

Alive and Kicking (Tuesday, 10.04 ITV)

"Caring and Sharing Again" uses the experience of one primary school which adopted a traveller, his caravan, horse and dog to encourage other schools to make friendships outside the immediate community.

History: Long Ago (Tuesday, 14.00 VHF4)

"A History of London" is a radio-visual programme for nine to twelve year olds. The filmstrip shows how London developed, using maps, reconstructions, contemporary pictures and photographs.

State Opening of Parliament (Wednesday)

TV schools television is cancelled for the televising of the opening of Parliament.

Near and Far (Wednesday, 11.30 BBC2)

About one fifth of the earth's surface is described as "Grassland". Here, ten to twelve year olds see where the grasslands are, how they were created, what they look like, and what they produce.

Wavelength (Thursday, 11.30 VHF4)  
A special programme devoted entirely to information on the Youth Training Scheme, beginning in England and Scotland in September, and analysing the "Youth Training Programme" already running in Northern Ireland. Schools can send for a Wavelength Survival Kit on YTS and Tuesday Call (June 21, 9.00 Radio 4) invites schools to phone in with questions on "Youth Opportunities".

## General Interest

Ear to the Ground (Monday, 23.00 Channel 4)

A new current affairs programme for young adults. The brainchild of three young people from South Croydon, it aims to present news, interviews and reports together with a guest's view of the week. This week, a report on the Youth Training scheme.

Jenny Hill

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## Beethoven

Beethoven and the Voice of God. By Wilfred Mellers. Faber and Faber £20.00. 0 571 11718.

Wilfred Mellers writes about music in a unique way. What other scholars and writers do in various ways he combines in a singular synthesis of his own. For example, Donald Tovey provided analyses of musical progression, antitheses and structures. Henry Raynor sets music in a social context, relating the music maker to different styles of sociability. Adorno places a composer in the complexities of intellectual life and development. And then there are the writers who evoke the emotions associated with different composers or pieces, and perhaps rhapsodize about what some melodic sequence does for them. There are even writers like Mayr and Havel who have discussed and pronounced on the relation between music and morals, reviving in various forms hermetic or Pythagorean reflections on music's true meaning and what it means for music to be true.

Wilfred Mellers in his book on Beethoven does all these things, though his rhapsodies are not generalized accounts of emotions, but exact responses to elements precisely and technically identified in the musical text. His special gift, above and beyond (say) relating Beethoven to Hegel, or to revolutionary enthusiasm, is to engage in an exacting account of musical grammar and to recount simultaneously what it does to and for us in verbal form. This extraordinary feat is not only a verbal translation of the meaning embodied in the musical technicality, but also an exploration of its wider implications. Meller's prose is not an attempt at poetic equivalents to musical pulse, shape, shift and thrust, but a way of searching out the elements of our life and Beethoven's which undergo musical transmutation. When he reaches behind the text to the inner gesture of the composer, and its composition.

This is something which makes some musicians very suspicious, since they are often rather dumb verbally, and prefer to speak entirely in their own special language. Their suspicions are exacerbated in the case of Mellers by the fact that his exegesis is embedded in the writings of mystics like Boehme and Blake and in Jungian explorations of archetypal forms and images. In his study of Bach and now in his complementary study of Beethoven he is providing a detailed juxtaposition of two kinds of religious responses. The juxtaposition takes analogous points in the development of the two composers, creating facing panels, both of music to religious texts and of wordless song. Thus (to oversimplify) the 32 sonatas are placed facing the 48 preludes and fugues, the 9 minor and D major masses likewise, together with the Goldberg and the Diabelli Variations. Throughout the whole exposition there is a contrast between a composer working within an ecclesiastical tradition and one who stands with a sense of demonic isolation as well as humility. It is a contrast worked out even in such matters as the different ways on which the two composers treat the "Et Resurrexit".

In this book the core turns on the relations of the last sonatas to the Soemmer Mass. There is no denying that this is tough reading, even if you know these works by heart. You need to cross-reference the score against Meller's text, and take one sonata or single phase of the Mass at a time. The Artiste of the last sonata evokes 20 pages of text. If you are a trained musician, a historian of ideas, a student of musical theology and of the hermetic tradition, if you know your Bible and liturgy backwards as well as understanding the deep structure of the sociology of musical forms, this is the book for you. One day, perhaps, I will read it all through at one go.

David Martin

## Standard works of art

The Story of Art. By E H Gombrich. Phaidon £6.95. 0 7148 1820 8. A World History of Art. By Hugh Honour and John Fleming. Macmillan £15.95. 0 333 23583 5. Art. By Sara Cornell. Phaidon £15.00. 0 7148 2190 X. Looking at Pictures. By Susan Woodford. Cambridge University Press £7.75. 0 521 24371 8. £3.95. 0 28647 6. Understanding Art. By Waldemar Januszczak and Jenny McCleery. Macdonald £6.95. 0 356 05973 1.

The boom in books aimed at introducing the uninitiated to the history of art continues unabated but the still-standard work recommended by GCE examination boards is Ernst Gombrich's *The Story of Art*. First published in 1950, it was received with applause and retains its status as an essential reference if no longer a model. Gombrich's enviable knowledge and breadth of sympathy went beyond western history but since then social, political and cultural changes have altered our attitudes and evaluations so much that where he allocated only one-tenth of his text to non-European art, Hugh Honour and John Fleming in their recent book donate a third.

Sara Cornell ignores it altogether. Committed to the view that "Our experiences and expectations are still rooted in the achievements of classical Greece", she is conservative in more than her restriction to western art. Almost disarmed by anything that does not approximate to her chosen standard, she judges the early twelfth century sculptures at Moissac and Souillac to be "highly romantic" and is noticeably relieved to turn to the "more classical style" of those at Chartres. What she refuses to accept (and the ninth century "St Mark" from the Gospel of Bishop Ebbo is a good test here) are just those differences of aim and realization that Gombrich recognized: "The Egyptians had largely drawn what they knew to exist, the Greeks what they saw; in the Middle Ages the artist also learned to express in his picture what he felt".

Most people sense these differences to be so and such an approach could very well provide a sound basis for further understanding but this is not the one used by Susan Woodford. Dividing her slim volume between some of the subjects and some of the forms of painting, her gentle, conversational style certainly keeps the reader's interest but it lacks that incisive quality that encourages clear recognition. Waldemar Januszczak and Jenny



"My wife and my mother-in-law", one of the illustrations to *Discovering the Human Mind*, by Stuart Sutherland (Longman £6.95), which will be reviewed shortly.

McCleery come nearer to Gombrich's distinctions, dividing their account of western painting since the Renaissance between the earlier artists who pursued representation and the later ones who departed from this aim. In support of this they offer inset paragraphs on form and technique that make just those points that Woodford sometimes misses.

As these books reveal, titles are far from being reliable guides to what their covers contain. Blurbs writers may claim that the authors set the art of each period firmly in its social and historical context and even boast of an entirely fresh approach; but most of the editions currently available repeat a now-familiar story illustrated with the same examples and sometimes told in much the same words.

Michael Clarke

## Sincerest form of philately

Stamp Collecting - How to Start. How to Identify Stamps. Collecting by Theme. By James Watson. Stanley Gibbons Stamp Collecting Series £1.25 each. Simplified Catalogue of Stamps of the World 1983. Volume 2: Countries K-Z. Stanley Gibbons £9.95. 0 8529 019 9.

The usual advice to young collectors - buy a large packet of cheap world stamps, a basic album and some hinges - is given all the authority of Stanley Gibbons, no less, in an admirable new series aimed at newcomers to the hobby. The only surprise is that Gibbons, who already publish albums suitable for archetypal schoolboy and girl collectors, have not produced such a series before.

Clearly written, clearly designed, intelligently illustrated (and intelligently priced), they deserve to be the best sellers. Of course there are drawbacks - the perpetual putting of other Gibbons products and the fact that even their simple advice is not idiot proof. How do you, for example, stop a keen nine-year-old from trimming all the perforations off his stamps with a pair of scissors?

*How to Start* also begins to look intimidating a little too early with its illustrations of perforation gauges and colour charts. But this can all be safely ignored.

In many ways the most useful of the three, the one that will be taken out repeatedly, is the booklet on identifying stamps. This helps collectors recognize the country of origin of stamps with baffling oriental script, unfamiliar vernacular names like Holvetla (Switzerland), and mysterious overprinted initials.

It was inevitable that one day the Gibbons Simplified Catalogue, the OED of the philatelic world, would become too heavy to continue as a single handbook. Even one volume of the new two-volume paperback costs over £3.00 to post first-class. For a few collectors, of say France, Britain, and Germany, it should be possible to get by with only one. But for most both will be unavoidable.

Philip Venning

Baroque Music: Style and Performance, a handbook by Robert Donington (Faber £4.95) brings the formidable weight of this author's erudition to bear in a volume which will be essential reading for all students and performers.

## Under the powdered wig

Mozart. By Wolfgang Hildesheimer. Translated by Marion Faber. Dent £10.95. 0 460 04347 1.

Wolfgang Hildesheimer, polemic, playwright and anglophile, has written a very clever, compulsively readable study of Mozart. In Germany it has been immensely successful because it lifts against a characteristically "teutonic" sanctification of Mozart, the projection on to him of an infinite expectation of great art and its creator. Hildesheimer describes his work as "a book of disagreement, a response to provocation, the attempt to cleanse and restore a fresco which has been painted over repeatedly in the course of centuries".

The source of Hildesheimer's irritation is almost any and every image of Mozart; whether that of chocolate-box portraits or of high-distinguished scholars as Albert Einstein (sometimes quoted unfairly out of context). His purpose, not

dissimilar from Peter Schaffer's in the play *Amadeus*, is to fling away the powdered wig and push the composer off his satin cushion. The proper challenge to our comprehension is the man who could write the famous scatological letters. For Hildesheimer, Mozart is a Bach, a supremely objective composer, never projecting himself but always tuning in to what the music (one is tempted to write "music") needs to say. "Mozart betrays himself neither in words nor in music. Where the music seems to be a key, seems even to offer itself in that capacity, he erases the clues to its composition." Mozart preferred whenever possible to act the part of a joker, things that moved him not to be expressed in his extramusical or unmediated life. In short, Mozart "did not give himself away".

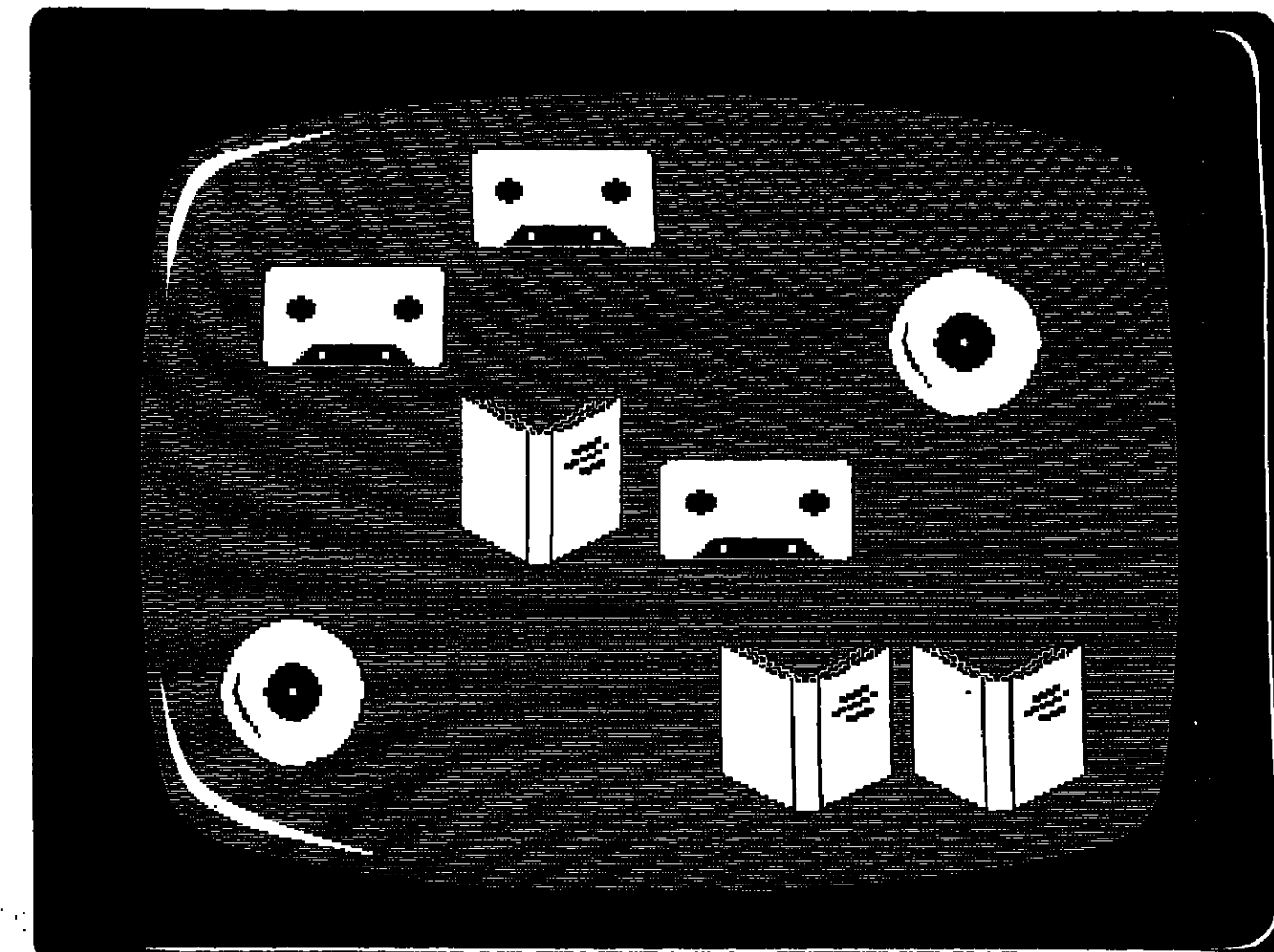
This is well said, and it would be a dull reader who did not find Hildesheimer a knowledgeable and instructive commentator. Much of the pleasure to be had from this rambling, strategically unstructured book lies in its asides and digressions, its flair and feel for its subject (extraordinarily well caught by the translation): "However much we search the reservoir of our imagination for an image whereby Mozart becomes real to us, we find it, strangely enough, only in the reports of his eccentricities. It is easier to visualize him making faces than walking in the door."

But although Hildesheimer's life may be found irresistibly heretical in the German world, it is perhaps not so novel outside it. Is the romantic fallacy of identifying the artist's life with his work (and thereby idealizing it), still flourishing in Anglo-Saxony? One hopes not, though its uses will always secure it some kind of future. And there is no gain-saying the fact that Mozart - like a hereditary monarch - necessarily comes an image, a supreme fiction as detached from his works or actual

Patrick Carnegy

## Hail the resourcerer!

J A Gilman on redefining the role of the school librarian to include the management of computer software



There is little evidence, as yet, of a growing and coordinated implementation of Information Technology throughout the school and across the whole spectrum of the curriculum. The reason for this is not hard to discern. We have ignored a fact which should have been apparent from the start: that, despite their high degree of sophistication, microcomputer hardware and software together constitute merely an additional category of audiovisual teaching and learning resources. These "micro resources" need to be organized and managed in a way which will enable them to be as readily available for use by any teacher in the school as are the school's other, more orthodox, book and audiovisual resources, if they are to make a significant contribution to the school's overall educational programme.

Those with long enough memories may recall the early days of the introduction into schools of tape recorders, film projectors, and the OHP. Teachers were, for the most part, unwilling to make constructive use of this equipment, partly because they were unsure of their ability to operate it competently and thus avoid the traumatic consequences of a breakdown in mid-lesson, and partly because, unless one were on good terms with a head of science (for equipment of this kind invariably ended up in the science department), one was unlikely to be favoured with the loan of any of it.

This tension between provision and utilization was only resolved by the responsibility for the organization and administration of audiovisual hardware (together with its associated software) being transferred from the science department to a resources centre, independent of ties with any one subject department and adequately equipped and staffed to fulfil its proper role within the school community.

The effective and efficient curriculum-wide exploitation of a school's resources, similarly hinges upon the removal of the dependence upon the goodwill (and efficiency) of the staff of the science or maths department currently administering them. What is needed is the establishment of some neutral agency charged with responsibility for the organization and management of its micro resources; without this the full utilization of these resources will prove as difficult as that of schools' audiovisual resources, where the latter have not been similarly "liberated" from their subject departmental domination. Such an agency might, perhaps, be known as the "Computer Management Centre".

The dominant characteristic of the staff of this agency would, of course, need to be their possession of the ability to organize and operate efficient acquisitions; indexing, storage, retrieval, and loans procedures, rather than their possession of any particular expertise in microcomputing per se. They are, in fact, precisely those skills and techniques in which librarians are trained as a preparation for their professional duties.

Both the logic of the situation and the dictates of efficiency combine to demonstrate quite plainly that the functions of library, resources centre, and "Computer Management Centre" should properly be fulfilled by one and the same staff, whose expertise in library management skills may be readily supplemented, where necessary, by recourse to the subject specialist skills of their teacher colleagues.

Furthermore, while the efficient organization of a school's book, audiovisual, and microcomputer resources will, in itself, increase the use of these resources throughout the school, their mutual integration will greatly enhance their value to the school community. Computer software packages can provide a richer educational experience when coordinated with additional resource material.

Books, micro resources, and audiovisual resources are mutually complementary. By including all three categories of resource material within the one administrative agency, it becomes possible not only to ensure their widespread deployment throughout the school, but also to stress the interrelationship of all forms of teaching and learning resources, instead of accentuating their differences.

Admittedly, the traditional image of the school librarian as a junior English teacher, running the school library in his spare time without benefit of library training or experience, is not compatible with this idea. But school librarianship is evolving in common with the professions of teaching and librarianship from which it draws its own recruits. Librarianship itself, long a secluded backwater inhabited by bibliophiles and archetypal spinsters, is being repopulated by a new generation of professionals who recognize the new face of their profession in Information Technology.

The use of telecommunications as an integral part of an Information Technology system points to the possibility of establishing links between the resources of one school and those of another; initially in the same neighbourhood, then within the same I.E.A. and eventually on a national and even international basis. School librarians are already aware of how their own role is likely to change: from that of being the curator of a school's own educational resources to that of being the link between the school community's curricular requirements and the growing store of recorded knowledge available in the world outside.

The stage is already being set, therefore, for the transformation of the school librarian into the modern, information-orientated "Resourcerer".

Among the more important of the many aspects of the role of such an agent of change within the school may well be that of introducing the non-computer-specialist teacher to the operation and use of microcomputers. The majority of teachers are instinctively apprehensive at the thought of becoming personally involved with microcomputers. "They are nevertheless willing to come to terms with the apparatus of Information Technology, given the right kind of sympathetic approach."

Such an approach is not necessarily best provided by the obvious experts in this field within a school: the staff of the computer studies unit. Their very expertise is often, in itself, a barrier to their ability to help electronically-illiterate teachers who lack basic self-confidence in their ability to cope with this new challenge. The school librarian is likely to prove a more sympathetic provider of this initial, confidence-boosting introduction to the world of the micro.

A school adopting an Information Technology-based approach to its curriculum will need a wide range of services and facilities not normally available within the majority of our schools. These are dealt with more fully in a forthcoming book entitled *Information Technology and the School Library Resource Centre*, to be published this spring by the Council for Educational Technology.

They include: the selection and acquisition of microcomputer hardware; the deployment of hardware throughout the school, and its timetable for use; the training of staff and pupils in its use; the provision of an information service relating to microcomputers; liaison with bodies outside the school, and in particular with the MEP and with institutions like teachers' centres, colleges, etc; the selection and acquisition of microcomputer software; the provision of facilities for the school-based production of software; the packaging, handling, and storing of software as a collection of resource materials; the classification and cataloguing of this; its integration with the rest of the school's book and audiovisual resources; the provision of facilities for accessing teletext and electronic systems; the provision of training for staff and pupils, the creation of a "model" database for use in school in the training of pupils in information storage and retrieval techniques and skills; the provision of training in the latter; the provision of similar training for school staff, and also in the construction of indexing

and access protocols in connexion with a school-based database; the provision of training and practice in the downloading and storage of tele-software; and the provision of advice and assistance on aspects of micro-computer usage and on micro-organization and management, for local primary "feeder" schools.

Efficiency alone dictates the advisability of these services being provided by one central agency within the school, as opposed to their being allocated around various subject departments. The close association between computerized information databases and a school's existing "databases" (ie its library bookstock and its A/V resources collection) cannot be denied; the logic of integrating these information sources under the jurisdiction of the one library resources centre (and, by extension, of widening the existing responsibility for the provision, by such a centre, of training in the use of bibliographic "tools" and the operation of A/V equipment, to embrace training in the use of computer-based information systems as well) is therefore hard to refute.

The proper function of the school librarian should be recognized for what it is: that of being the manager of the school's totality of information sources and systems.

Doubts about the ability of school librarians to fulfil such a role is often a reflection, not upon the validity of my argument that theirs should be the responsibility for the overall administration of a school's microcomputer hardware and software resources, but upon the lack of appropriate training and/or support afforded such staff, within so many of our schools. This is a product of the overall climate of opinion of these schools, in which the proper role of the school librarian has never been adequately defined nor acknowledged.

This view of the school library resource centre is being the natural agency for the organization and management of a school's microcomputer resources is shared by many of those actively engaged in the promotion of educational computing. The Micro-electronics Education Programme recently convened a "think tank" of educators with a significant involvement in the area of microcomputer resources organization, to study the management of these resources within a school library resources centre.

Meeting in March 1983 under the aegis of the Library Association, this group was asked to prepare a document for publication which would provide guidelines to schools on the organization of their microcomputer resources within a school library resources centre framework; to school librarians on the administration of the services and facilities to be provided by such a centre; to teachers on the exploitation of these services and facilities as an aid to their own use of microcomputers as teaching and learning resources; and to library and teaching staff alike on the development of those information skills considered to be especially relevant to the access and utilization of computer-based information sources.

Consideration was also to be given to the problems of familiarization of school library resources centre staff with the basic elements of micro-computer usage. These guidelines are based on a concept of the role of the school library resources centre which, it is safe to assume, is as yet quite new to the occupants of many school staff-rooms. Their acceptance as a basis for discussion, by teachers confronted by the problem of organizing their own collections of micro resources, will inevitably be dependent, therefore, upon the creation of a new climate of opinion among educators in general which countenances the new role for the school library resources centre which these guidelines espouse.

Exit, then, from the arena of information technology management, the computer-specialist teacher, whose ad hoc arrangements for micro-computer resources accessibility are demonstrably inadequate for the task in hand. Enter, in his place, the Resourcerer...

J A Gilman is in charge of the Durham I.E.A. Curriculum Development Centre. The views expressed in this article are those of the author alone, and do not necessarily reflect the views of the Durham I.E.A.



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**SUFFOLK**

**64. PETER AND PAUL  
V.A.F. SCHOOL**  
Church Street, Eye IP23 7D  
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Required for September  
January, a qualified  
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Area Special Class (5-7  
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Application form and fur-  
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Application form and further details available from Headteacher at the school to whom they should be turned.

**KENHAM C.P. SCHOOL**  
Wangford, Becton NR34 8L  
(0 - 9:45)

Required for September 1981 an enthusiastic teacher, 31, for a 5 year old, ability to adapt to the needs of the school, together with F.E. and an interest in language development.

Required for September 1968  
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# EXTRA

## ENVIRONMENTAL EDUCATION

### Where are we now?

Philip Neal offers a "mildly optimistic" progress report

"Many educators consider the environmental program of the United Kingdom to be the finest in the world. England, Scotland and Wales, with more than 400 rural and urban field centres afford a rare opportunity to survey a commitment to practice outdoor environmental education as an integral part of the total educational system. This program is a model for other educators to observe and emulate."

An encouraging comment by any standard, with the spelling indicating its New World origin. In fact, it is part of the introduction to a proposed course on environmental education at the University of Pennsylvania. The title is only inaccurate in that the latest statistics show that there are now 2,548 centres involved with outdoor education in some way or another. Working in environmental education in Britain, some of us may believe the quotation to be an overstatement, but then all is comparative. Indeed such statements lead me to reflect on the progress which has been made in the recent past.

This time last year the Council for Environmental Education was struggling for its financial future, but government recognition of its important role, through the support of the Department of the Environment and the increased number of local education authorities who subsidize its activities has meant, hopefully, a secure future. Most recent of all has been the incorporation of a youth unit into the CEE structure. This will enable progress to be made in the non-formal education sector whereas, up to now, most has been done with schools and colleges.

The Department of Education and Science, through the Inspectorate, has taken an active part in promoting environmental education. This activity has focused mainly on in-service training of teachers. An annual Anglo-French course has been backed with both short and long courses aimed at establishing the environmental approach in the classroom. In 1984 the National Association for Environmental Education, will cooperate with the DES in a course aimed at examining the problems of curriculum implementation. Another cooperative effort resulted in a one-day conference on teacher training and the new 16-plus examination, in so far as they affect environmental matters, this time with the Prince of Wales' Committee. Commerce and industry have shown growing interest in education for the environment by producing teaching materials, promoting competitions and, now, by the help which certain businesses and the Confederation of British Industry are giving the NABE with the three-day annual conference this September at Gwent College of Higher Education.

The breadth of the interest shown in environmental education by outside bodies is exemplified by the recent "Environmental Event" organized over five days by the very active education unit of the Royal Town Planning Institute for the North West. More than 200 teachers and planners were attracted to the North Cheshire College where lectures, discussions and practical sessions were backed by an exhibition of school work sufficient to answer any critic of this type of approach to learning.

The World Conservation Strategy has been much to the fore over the past year and several publications have emerged, now brought together in a single book. The preparation of the Welsh response to the strategy involved a large gathering of "experts" at a three-day assembly in Cardiff last December. Attended by Prince Charles, the conference will result in a considered and broad response which will include a most important section on environmental education. The organizers were to be commended for actually bringing children and their work into the programme.

One disappointing aspect of recent developments has been the "rationalization" taking place in the inspectorate of many local education authorities, where there has been a growing tendency not to replace vacancies in the environmental field but to pass additional responsibility to existing advisers. This has meant a diminution of support at local level in a few areas, a trend which must be opposed. To offset this, however, there has been most encouraging support from Wolverhampton where the official minutes of the council now record that environmental education should be part of the curriculum of all its schools.

Difficulties of implementation often reflect difficulties of awareness as to what is intended by the phrase "an environmental approach". The "Statement of Aims" published by the NABE is still the only comprehensive digest of the possible content for the curriculum at all levels of age and ability. Such has been the demand for this booklet that it has recently been revised, and Lady Bowles Lyon in her foreword to the second edition recognizes it as a milestone in education.

Activity on the examination front has concentrated on the 16-plus. Although there has been no national working party directly responsible for environmental studies it has, inevitably, had a reflection in other curriculum areas particularly those associated with geography and science. At regional level, with one northern exception, initiatives with regard to environmental education have occurred.

One major difficulty is putting a subject title to an examination syllabus. The Midlands group decided to recommend the plain term "Environment". They considered that syllabus in environment was an important and integral part of the broader field of environmental education. It "has an important contribution to make to the curriculum of all pupils, not only in terms of specific subject content, including its value as a cross curricular discipline, but also as a vehicle for developing a variety of intellectual and communicative skills."

With regard to that last point, many of us would like to see a coordinating body within each examining body given the task of overseeing the content of syllabuses with regard to their environmental connections so that a cohesive and common policy could be reflected in subject areas. The idea of "Environment" as a simple but unifying term has had support in other areas, notably in London where already a suggested 16-plus syllabus has been drawn up and sample questions prepared.

Examinations elsewhere have supported the environmental idea. The Schools' Council Geography 16-19 Project has produced an exciting and relevant "Man - Environment" approach to A level GCE. The course is taught through separate modules and its most recent publication, "Fieldwork the 16-19 year" is a "must" for all involved in outdoor education with senior pupils whether or not following the actual course. But at sixth-form level not all students are studying an environmental course. It is essential that their general studies makes up for this deficiency.

Most welcome in this connection is the new science in society A/O GCE examination from the Oxford and Cambridge board. This springs from the general science course developed by the Association for Science Education for sixth-form students. Among other things the course includes decision-making exercises, in environmental issues, a most important and much neglected area of study.

At primary level much interesting environmental work is in evidence everywhere, as the many regional environmental study school exhibitions testify. One publicized exercise was carried out by 10-year-old pupils on a Birmingham municipal housing estate. Indeed it won the major award in the *Daily Mirror* Wideawake Trail Competition. That piece of environmental education but it included the opportunity for very young people to make value judgments about the urban setting of their homes. That they chose to give their project the title "The

Field studies in the Mendips Hills - see page 51

Good, the Bad and the Ugly", pre-dictate their findings. Other exciting environmental work goes on daily in our infant and junior schools.

During the past 12 months commercial and statutory bodies have produced much environmental material of varying quality and usefulness. The best is exemplified by the concern of the Nature Conservancy to publicize and explain the Wildlife and Countryside Act so that no misguided enthusiasm fills the aquarium with locally captured great crested newts or decorates the classroom with wildflowers which include Lady's Slipper or Tufted Saxifrage.

Environmental education has made tremendous strides but there are still many to convince of its value. Fresh from an open evening at Hagley Hall, Stourbridge, where after a full day in the classroom more than 200 teachers learnt of the possibilities of a local historic house and estate, I am mildly optimistic about the future. Certainly I look with increasing belief, optimism and pride at the final paragraph of that Pennsylvanian prospectus.

"In this present age of environmental 'troubled waters' hopefully the environmental education programme of the United Kingdom will offer a world strategy and be a year. Not only was it a pertinent piece of environmental education but it included the opportunity for very young people to make value judgments about the urban setting of their homes. That they chose to give their project the title "The

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Philip Neal is general secretary of the National Association for Environmental Education.



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### SECONDARY ART & DESIGN

continued

#### LEICESTERSHIRE

**BROOKVALE HIGH SCHOOL**  
Ratby Road, Groby, Leicester  
In the Leicestershire plan for the re-organization of secondary education.  
11-14 High  
Roll 676

#### DESIGN SCALE 1

Required August. Design with special interest in one or more of the following: 3D, Technology, Ceramics.  
Further details from the Head (SAB). Apply immediately for forms with full particulars and names and addresses of two referees (SAB). (11749) 131232

#### LEICESTERSHIRE

**DE LITTLE R.C. SCHOOL**  
Loughborough Road, Leics.  
11-18 Comprehensive  
Roll 1067

#### ART AND CREATIVE DESIGN SCALE 1

Required August. An enthusiastic teacher of Design with broad interests in one or more of the following: 3D, Technology, Ceramics, Auto Engineering. This successful candidate should be able to work as part of a team within an integrated Creative Design Department.  
Further details from the Head. Apply immediately for forms with full particulars and names and addresses of two referees (S.A.E.). (11708) 131222

#### LEICESTERSHIRE

**MARY LINWOOD**  
Tranent Road, Leicester  
11-16 Comprehensive  
Roll 1059

#### DESIGN AND TECHNOLOGY SCALE 1

Required August. Teacher of Design and Technology with an interest in woodwork and well-equipped department.  
Further details from the Head. Apply immediately for forms with full particulars and names and addresses of two referees (S.A.E.). (11708) 131222

#### LONDON SW1

**GREY COAT HOSPITAL**  
Graycoat Place, Westminster  
Voluntary Aided Church of England School (350 girls) (15 years)  
Required for September. A teacher of Art and Design to be responsible for the school (15 years) (15 years). Well equipped for imaginative development.  
Apply by letter to the Headmaster, giving curriculum details and names of two referees. (11708) 131222

#### NORFOLK

**UPWELL SECONDARY SCHOOL**  
Upwell, Norfolk  
11-18 Comprehensive  
Roll 1059

Required September. Design with special interest in one or more of the following: 3D, Technology, Ceramics.  
Further details from the Head. Apply immediately for forms with full particulars and names and addresses of two referees (S.A.E.). (11708) 131222

#### LONDON BOROUGH OF BRENT

#### EDUCATION COMMITTEE

#### SUPPLY TEACHERS

Qualified and experienced teachers are invited to apply for positions on Brent's pool of supply teachers (Scale 1). It is essential that applicants should have satisfactorily completed their probationary period. The work could include long term cover for teachers on maternity leave as well as for casual sickness.

London Allowance of £299 per annum is payable. Brent is an equal opportunity employer. Applications are welcome from candidates regardless of Race, Nationality, Ethnic or National Origin, Age, Marital Status, Sex, Sexual Orientation and from Registered Disabled Persons. Brent is fundamentally committed to Multi-Cultural Education. Application forms (s.a.e.) from Director of Education, PO Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW returnable within 10 days.

#### NORTH YORKSHIRE

**BEDALE SCHOOL**  
Bedale Road, Bedale DL8 5PS  
16 Comprehensive, 755  
Required for September 1984 or September 1985. A teacher of Art (Scale 1) to teach the subject across the age and ability range of the school.  
Apply by letter with curriculum vitae and addresses of two referees to the Headmaster, 11-14 High, Leicestershire plan for the re-organization of secondary education. (11708) 131222

#### NORTHAMPTONSHIRE

#### ORANGE COMPREHENSIVE SCHOOL

Barby Road, Daventry, Northants. NN11 4JL  
Required for September 1985. An energetic teacher to continue developing the broad curriculum area. Present and future pupils to work with hand embroidery, weaving and scale 1 or 2 is available depending upon experience.

Application form and further details available from the Headmaster (please). (12074) 131222

#### NORTHAMPTONSHIRE

#### NORTHAMPTON SCHOOL FOR GIRLS

Seaton Road, Northampton NN2 6DG  
Required for September 1985. A SCALE 1 teacher of Art and Design to teach throughout the school.

A special interest in printing and graphic design is desirable.  
Details and application form from the Headmaster (12091) (SAB) 131222

#### SANDWELL

#### METROPOLITAN BOROUGH OF SANDWELL

**WILLINGBOROUGH HIGH SCHOOL**  
(11-16 Comprehensive)  
Required for September 1985. A SCALE 1 teacher of Art and Design to teach throughout the school.

Letters of application, stating full curriculum vitae, names and addresses of two referees, should be forwarded immediately to the Headmaster, The Priory, Oak Road, West Midlands.  
Conveyance of members of the Advisory Committee, Sandwell, 131222

#### SOLIHULL

#### EDUCATION COMMITTEE

Required for September 1985. A teacher of Art (Scale 1) to teach the subject across the age and ability range of the school. (11708) 131222

#### WALTHAM FOREST

#### AN EQUAL OPPORTUNITY

#### WILLINGBOROUGH HIGH SCHOOL

Required for September 1985. A teacher of Art (Scale 1) to teach the subject across the age and ability range of the school. (11708) 131222

#### WILTON ROAD

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#### AN EQUAL OPPORTUNITY

#### WILLIAM FITT HIGH SCHOOL

Greenova Road, London E17  
Required for September 1984 or September 1985. A teacher of Art (Scale 1) to teach the subject across the age and ability range of the school.

Apply by letter with curriculum vitae and addresses of two referees to the Headmaster, 11-14 High, Leicestershire plan for the re-organization of secondary education. (11708) 131222

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#### LONDON

#### GAMDEN SCHOOL FOR GIRLS

Stamford Road, NW5  
Voluntary Aided School, 750  
Required for September 1984 or September 1985. A teacher of Art (Scale 1) to teach the subject across the age and ability range of the school.

Apply by letter with curriculum vitae and addresses of two referees to the Headmaster, 11-14 High, Leicestershire plan for the re-organization of secondary education. (11708) 131222

#### LONDON

#### MARIA FIDELIS CONVENT SCHOOL

Stamford Road, NW5  
Voluntary Aided School, 750  
Required for September 1984 or September 1985. A teacher of Art (Scale 1) to teach the subject across the age and ability range of the school.

#### LONDON

#### MARIA FIDELIS CONVENT SCHOOL

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EXTRA

# ENVIRONMENT SCIENCE

## 1. Problems and rewards

By Geoffrey Hopkinson

The emergence of environmental science within the high school examinations options has been a small but significant curriculum development during the past decade.

There are varied starting points to this development and many would nominate the publication of Rachel Carson's *Silent Spring* in 1963. Others would point to the first "Countrywide" conference held in the 1970s, and the subsequent emergence of such features as the Drakelow power station field centre, the first of its type in Europe.

The 1960s were a decade of rapid and almost abnormal expansion in British education in the fields of school building, teacher training and curriculum development. The first moves towards urban studies centres were made at this time, as a logical development from the great number of the new country outdoor education centres, largely based on ecological and landscape studies.

Concern for the environment became one of the labels attached to these varied subgroups and a rash of definitions and statements of aims followed with the inevitable conflict between the long established "ruralists" and the rapidly emerging group of urban studies pupils. (This is adequately covered in Ivor Goodson's book *School Subjects and Curriculum Change*, on the introduction of the Hertfordshire A level environmental studies syllabus) and the Hertfordshire experience does serve as an acceptable model for the country as a whole.

Of these, and to bring the issue up to date, the statement from the National Association of Environmental Education 1983 conference would be a good starting point. It states that the environmental sciences are those disciplines which contribute to an understanding of man in his environment. Whereas there is an obvious commitment to the belief that man's survival can only be ensured

through an understanding of his biophysical environment, there is an immediate and deep concern about the quality of life and the problems of human society in the built environment. We seek to establish a deeper understanding of each and every person's contribution to the management of their society and, ultimately to the control which they exercise over their environment.

Environmental science, as a separate identifiable interdisciplinary subject, examined within the secondary school options system, could be said to owe its present form to the seeds sown by "Project Environment", the School Council's response to Working Paper 24 Rural Studies in the Secondary School.

In 1973, Dick Morgan, the assistant project director, then living in and working from Chorley, coordinated a Cheshire/Manchester working party, charged with the task of producing an A level syllabus while a concurrent Staffordshire group produced sixth form minority time modules based on the issues of population, energy, world food resources and land use. This strong nucleus eventually met with the Joint Matriculation Board officers, under the chairmanship of Professor Jennings from Liverpool University, and with excellent support from the board's secretary, Dick Whitaker, and representatives from tertiary education.

The acceptance of the subsequent A level examination by Schools Council was achieved in a far shorter time than had been anticipated and it is not at all clear if this was due to its function as an identifiable "science" rather than "studies" or whether the Wiltshire and Hertfordshire submissions had in some way antedicated out some of the known prejudices.

Inherent within the philosophy of this examination were two fundamental considerations, the first being that the assessment of course work of a practical nature should carry

40 per cent of the awarded marks. Secondly, that the syllabus should clearly identify the concepts involved under three main headings of ecosystems, resources and management.

The announcement of the acceptance of the A level in 1975 resulted in a few courses starting that year although the first realistic batch of 106 students were first examined in 1978.

A related O level on similar structural lines was produced in much quicker time, while with those CSE boards within the JMB area, work commenced on CSE syllabuses, ideally designed to permit parallel O and CSE teaching, at least during the fourth year.

The initial sponsors of examination courses were largely rural science specialists, dissatisfied with a teaching roll within the comprehensive school system and who had already encompassed environmental issues within their work, albeit with the lesser academic element within their schools. A number of graduate ecologists were well able to pick up the necessary elements of physical science to teach the course, particularly those working in well integrated departments.

The absence of British-based resource material and the need to produce practical work of an interdisciplinary nature were the major tasks to be tackled through in-service training, set against the realization that most of the teachers involved had little real knowledge or skill of assessment procedures in science. Some schools submitted essays as being valid experience of practical work, while the traditional biological demonstrations frequently appeared as part of the 40 per cent assessment.

It is ironic that the rapid change in oil prices in the early 70s, which accelerated the growth of the alternative technology movement, and subsequent issues of environmental concern, also gave rise to the first of the economic constraints on curriculum

We would argue that in total, the science contribution made within this area is both relevant and valid, with a high degree of practical work monitored within a process of continuous assessment and which conforms with the highest ideals of current educational philosophy.

The broad nature of the subject means that information comes from a wide variety of sources and much time is spent in "lifting" facts and ideas from the wealth of information. Large numbers of free leaflets and booklets are tempting but often do not present both sides of an argument, as for example, when dealing with nuclear energy or the use of pesticides. Similarly, films on loan while giving a valuable vicarious experience are not always as balanced as we might wish. Finally our understanding of the environment is developing so rapidly that information soon becomes out of date such as cost factors for alternative energy or maximum permissible levels of toxic metals. This requires a continuous updating of material, especially for A level students; with the New Scientist proving invaluable.

We could not have come with the recent developments in the subject or expansion in resources without adequate support. This has been provided by County INSET which provides either factual updating or skill-based courses. There is also an environmental unit attached to the County Agricultural College with a full-time liaison officer who is in charge of a resources loan service.

The Keele University Science Technology Centre has absorbed an environmental science group in addition to physics, chemistry, biology and geology which gives a basis for regular meetings. The fact that one teacher is an indication of the dedication within an active county group.

The major equipment manufacturers are producing an increasing number of environmental instruments and packages, such as those on solar energy and remote recording and sensor techniques based upon microchip technology. Until recently the subject has suffered from the lack of a good textbook but the introduction of Johnson and Morrell publications, and recently Salt's book, has remedied this.

Chelmsley High School, Staffs



Using "Gastec" pump to extract carbon monoxide from car exhaust

expansion. The falling rolls have added to the difficulties and yet amongst all this a number of identifiable features should be placed on record.

First, the growth of environmental concern has consolidated in our schools and the emergence and effect of stronger and better organized pressure groups is most noticeable. Some of these issues are inevitably emotional but over the past decade valid, scientifically researched data has become much more readily available. Alongside this, and even set against the pupil movement towards courses with a more readily identifiable vocational bias, then there is no diminution in the popularity of environmental science as an option.

Second, there still exists a hard core of schools who still offer an inflexible pattern of physics, chemistry and biology for all pupils, despite all the recommendations from outside bodies and on the totally erroneous basis that they have a duty to aspiring medical and veterinary surgeon students. Third, there exists a very real shortage of teachers able to teach across the scientific disciplines and to put that student through relevant and realistic scientific experiences.

Last, given a fair and equal chance, environmental science provides the opportunity of introducing pupils to an understanding of the impact of science upon the lives they lead and the society of which they will be part through courses which consider their immediate lives and the wider environment upon which they are dependent.

In particular they provide specific knowledge and skills appropriate to the scientific study of the phenomena relevant to the subject and an awareness of man's dependence on the environment and the delicate balance involved. In addition, environmental science gives an understanding of man's capabilities and limitations in the control of the environment plus a concern for the wise management of the environment and a sense of responsibility for personal involvement.

Idealistic? By the time we have the answer it may be too late.

Geoffrey Hopkinson is Schools Inspector, Environmental Education, Staffordshire. Convenor of the Standing Conference of Inspectors in Rural and Environmental Science. Treasurer, Environmental Education Adviser Association.



Students studying using a Lovibond colorimeter

## 3. Tertiary and beyond

By Roger Johnson

One controversial aspect of environmental science at Advanced level is its validity as an entry qualification for tertiary education and of the currency value of a degree in this subject area. A great deal of consequent discussion has been based on subjective evaluations and it is hoped that this article will help to lay to rest some generally held misconceptions.

Currently, only one examination board examines environmental science at Advanced level, namely the Joint Matriculation Board although London and AEB offer environmental studies with a consequent higher input of geographical based material. It is relevant to the discussion that in respect of the JMB, following the preparation of a draft syllabus in environmental science at Advanced level, all universities were circulated with the syllabus and asked to comment on the subject matter covered and on its acceptability as an entrance qualification to their institutions.

The comments that were received were overwhelmingly favourable, most criticisms being levelled at the over-demanding nature of the course. Almost without exception, universities stated that they would be prepared to consider applicants who held a suitable grade in the subject - the major exception being the Scottish universities who felt that they would not consider passes in environmental science and geography as being two separate qualifications.

Since the early days of environmental science an increasing number of tertiary institutions have felt it appropriate to offer studies in it and associated disciplines. In 1978 the National Association for Environmental Education listed 38 universities (140 faculties) and 28 polytechnics in the UK that offered environmental science courses such as land management, agriculture and biological sciences, quantity surveying, environmental science and geography. (Series Two Curriculum Guide 4.) Of the first degree courses at university, some twenty faculties state a preference for environmental science as one of three sciences required for entry, about a dozen make no reference to the subject and the remainder indicate that the subject is considered acceptable.

Finally it is noted that the latest data available indicates that an increasing number of environmental science graduates are obtaining degree-related jobs and that the number of such jobs is rapidly increasing - whether the current recession affects this trend remains to be seen.

Wallsen High School, Staffs

EXTRA

# A palatable package

The role of physical and chemical measurements in environmental science

By Dick Roy

Students obtaining a BSc Honours Combined Studies degree at Nene College, Northampton, tend to choose a combination of units which leads these field courses, in addition to the environmental biology or earth sciences. A large proportion of the students' time on these field courses is spent in project work and it is then that the usefulness of statistics, physics and chemistry becomes apparent to the student who becomes eager to learn at least enough of these subjects to allow him to complete his project.

The remainder of this article will describe briefly some examples of environmental biology fieldwork which have included physico-chemical measurements.

The rocky shores of south Pembrokeshire have provided an opportunity for studying the zonation of animals and plants in rock-pools as a function of their height on the shore. Rock-pools in the inter-tidal region obviously undergo dramatic diurnal and seasonal changes, some being uncovered at every tide, some being rarely uncovered and others, high on the shore being only rarely covered by the sea. Only organisms tolerant to wide changes in conditions can populate these habitats.

After the variations in number and type of species have been established, two broad questions arise. By how much do the physico-chemical conditions change after a pool becomes exposed by the receding tide? Which of these physico-chemical factors critically determine the ability of species to colonize a particular rock-pool? The number of variables is large, and even by designing the experiments using statistical principles, no student is able to cover all the factors involved. Thus,

We have found that a very palatable way to introduce these subjects via fieldwork. Seven-day field courses are organized in each of the three successive units of environmental biology and earth science. For the past five years we have

included a statistician and/or chemist and/or physicist in the staff team which leads these field courses, in addition to the environmental biology or earth sciences. A large proportion of the students' time on these field courses is spent in project work and it is then that the usefulness of statistics, physics and chemistry becomes apparent to the student who becomes eager to learn at least enough of these subjects to allow him to complete his project.

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at the end of the course it is useful for each student to report his results to the others so that each obtains a global view.

Rock-pools have been studied from the moment they became exposed by the receding tide until the sea returned. Variables measured were light intensity, temperature, humidity, dissolved oxygen, pH (acidity/alkalinity), salinity, nutrient concentration (eg nitrate, phosphate), evaporation, rainfall, wind-speed, area, depth, volume.

It was normal to find that temperature, oxygen content and pH all increased with the onset of algal photosynthesis but - and this surprised many students - the salinity often showed virtually no change, although in favorable cases it could increase markedly due to evaporation or decrease due to rainfall or fresh surface water entering the pool. The techniques used varied from the simplicity of the meter rule (depth) to the sophistication of the pH meter and temperature probe, and to the complexity of the Winkler method for oxygen determination with the attendant skill required to produce consistent results by titration.

For some parameters, such as volume, students were left to devise their own methods. The addition of salt, and the resultant change in salinity measured optically by salinometer was successful, as was the addition of small amounts of a natural vegetable dye solution with its dilution measured spectrophotometrically. A development of this technique led to the finding that by no means all the water in many pools was changed during the period

of immersion at high tide.

Many of the same physico-chemical techniques were found to be useful when students subsequently studied fresh water in the form of a river (Afon Syfynwy - Eastern Cledau River, Pembrokeshire) from its source to the estuary. In this case oxygen content, salinity and pH showed particularly significant changes and were correlated with number and type of flora and fauna. We have also applied the idea of making simultaneous physico-chemical and biological measurements to large bodies of fresh-water in the Lake District. In this case calcium ion concentration was also determined by complexometric titration to check literature reports of a correlation of the populations of certain macro-invertebrates with this ion.

Two other problems in which students have been encouraged to solve biological problems by chemical techniques have involved lichens. One comprised the measurement of pollution as shown by the sulphur dioxide content of lichens, but the other was a more unusual problem. A certain rare lichen was known to grow in a confined area which corresponded exactly with the shape of a small ancient hill-fort. It was suggested that its presence might be due to increased potassium content in the soil due to the use of fire in the hill-fort. A student took soil samples and measured various metals by atomic absorption spectrophotometry and flame photometry. It was shown that there was a considerable increase in potassium content and decrease in calcium content in the region of the hill-fort, compared with the surrounding lichen-free area.

In the final year of the environmental biology course water quality is a compulsory topic. The practical work associated with this includes the analysis of a tannery effluent and suspended solids, pH, dissolved oxygen, chemical oxygen demand, chloride, chromium, hardness, sulphide and lead are all measured. Even students who have taken no formal course in chemistry should have had enough experience of chemical analysis during field courses and project work in their first two years of study to allow them to tackle these effluent analyses with some confidence.

Here, then, we feel is an excellent example of students being motivated to do integrated science, certain aspects of which had previously not been attractive to them. Some students on their return to college, become bold enough to take a one-year physical science course as part of their degree, a subject which they had no intention of studying at the outset.

The most recent example of this type of interdisciplinary project was a survey made by three students of the vitamin C (ascorbic acid) content of a range of fresh vegetables. This was achieved by maceration and solvent extraction followed by UV spectrophotometry. As an extension to this they measured the vitamin C content after immersing the plant material for increasing lengths of time in boiling water. The concentration showed a steady decline, reaching zero in the case of cabbage after 20 minutes.

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Dr. J. R. Roy is senior lecturer in chemistry at Nene College, Northampton.



Determination of nitrate in stream water

## 3. Tertiary and beyond

continued

able as one of the three sciences required for entry.

The situation in polytechnics and colleges of higher education is even more favourable towards environmental science than these figures indicate.

To date students from one Staffordshire high school have used their Advanced level certificate to enter fields such as environmental sciences, land management, landscape architecture, public health, mechanical engineering, journalism and the pure sciences as well as education, police and catering.

Following a report representing the view of the Council of Environmental Science and Engineering the environmental science graduates suffered poorly in regard to job prospects. (The Times Higher Education Supplement 1974), the institution of environmental sciences noted that in 1977, the success rate of environmental science students in terms of obtaining degree-related careers was rather better than biology, geography and biochemistry though not as favourable as physics and chemistry.

Wallsen High School, Staffs

## The great outdoors

By Chris Loynes

The term "outdoor education" is accepted as covering the learning, social development and skills acquisition associated with living and journeying in the outdoors, and in addition to physical endeavour, embraces environmental awareness and ecological understanding. Outdoor education is not a subject but an integrated approach to learning, to decision-making and the solution of problems.

Apart from opportunities for personal fulfilment and development of leisure interests, outdoor activity stimulates the development of self-reliance, self-discipline, judgment, responsibility, relationships and the capacity for sustained endeavour. Youth Opportunities Programmes, intermediate treatment groups and special schools use it for personal and social development, it is used for promoting work and leisure related skills, as therapy for handicapped people, and across the curriculum in schools from arts to maths and science to humanities.

Its use as a tool for working with the less able has been a particularly striking feature in recent years. Its practice has also transcended the age ranges up to young adults and down to the primary schools where its potential has been especially welcomed. Its popularity as an element in the programmes of the youth movements and the Duke of Edinburgh Awards is unflagging.

The National Association for Outdoor Education acts as an umbrella body to this diverse field of participants and their varied aims. The expansion in the use of outdoor education is reflected in the activity

of the association. Recent conferences have focused on outdoor education for the disadvantaged, reflecting the trend away from the hills and into the local environment rural or urban; and on outdoor education in an age of increasing leisure recognizing the importance and likely growth of leisure interests in the light of high unemployment and shorter working periods.

A National Advice and Information Centre has been established in association with the Doncaster Metropolitan Institute of Higher Education. Here, much work has been done in the development of courses for the urban disadvantaged and in leader training, gaining experience in the use of the local environment by the non-specialist.

Concern for the environment coupled with recent innovative trends in the teaching of environmental awareness and concern have led the association to focus on the environment at its next conference at Doncaster on October 14 to 16. The problems of promoting a love and respect for the environment both in young people and their leaders will be considered with many examples of new and good practice on show. Speakers of national standing will be present alongside the practitioners and conservationists to debate the issues.

Since the inauguration of the association in 1970, outdoor education has become well established and the importance of having a strong association has increased. The association aims to promote good practice, to examine the problems and to further the recognition of outdoor education as an integral part of the education system in Britain. Members are kept informed by the association's *Journal of Adventure Education*.

Details of the association and its activities can be obtained from: the Membership Secretary, NAOE, Grosvenor Hotel, Llanberis, Gwynedd, or the NAIC, DMITE, High Melton, Doncaster.

Adventure Education can be obtained by subscription from the editor, 13 Broom Grove, Wivenhoe, Essex.

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## A rich response

Lee Chadwick on environmental education in Suffolk schools

The phenomenal blossoming of interest in the environment is reflected in the second report of *Earth Survival - a conservation and development programme for the UK* and its recommendation that every school should have an environmental education policy with a member of staff appointed to coordinate its progress.

Developments in Suffolk in recent years are a response to the lively style of the environmental advisory work in providing an imaginative flow of ideas for interlinked projects and courses consistently followed up with help and stimulus at school level. A distinctive feature has been the wide involvement of people from planning and other local government bodies, conservation societies and the local community so that a rich vein of talent and specialist knowledge flows towards the schools.

When I last met June Bowry, Suffolk's county adviser for environmental studies, her car was bulging with boxes of seedling herbs bound for school herb and butterfly gardens. One particularly pioneering piece of work is a three-year project for schools that wish to establish wild flowers on their own experimental plot. The idea grew out of experiments at Monks Wood and a meeting with a Suffolk grower who in cooperation with the research station is producing and supplying wild flower seeds now much in demand all over England. Their combined help made the project possible.

A simple circular to schools explained that some wild flowers were disappearing and that we needed to know much more about how they grow. Some 60 schools responded, giving details of soil types, specially made up seed packs, bags of gravel and pots of mixed wild flowers suitable to the particular type of soil, were then delivered by hand so that explanation could be given personally to teachers. A lot of science and measuring is involved: soil testing, microscope examination of seeds, and recording of germination, growth, and visiting insects. The children are in fact doing original

work and since no research station could possibly make such random samples, naturalists and conservationists are very interested.

In 1735, John Kirby, the Orford schoolmaster and land surveyor, in his book *The Suffolk Traveller* wrote of Suffolk: "It is a maritime county bounded on the East by the Ocean... The County may naturally be considered as consisting of three different sorts of land viz. the Sand-lands, the Woodland, and the Field-land." As a general description of habitat this still holds good, if one adds the very special Breckland region to the north west and the fine river valleys dissecting "the Fielding" or agricultural land in central and west Suffolk.

Courses for teachers and related projects based on each of these major habitats have proved very popular, although, of course, such subjects as "footpaths as an environmental source" apply to all land types. "Suffolk's changing landscape" was a theme of a pilot scheme in the north of the county in which children learnt to look at landscape by carrying out local surveys with expert help from the Countryside Commission and Suffolk Preservation Society, culminating in a highly successful exhibition. A weekend course on the changes in landscape brought about by changes in farming methods included a get-together of teachers and farmers from which evolved the "Suffolk farm plan" - with an exciting programme forging links between a particular school and a farm, with many schools wishing to be involved.

In Breckland this spring, a local farmer opened a discussion as part of a teachers' course on the impact of new farming techniques on the landscape of this interesting area, one-time home of beehive farmers and flint miners, where great changes have taken place this century.

East Suffolk's 34 miles of Heritage Coast and Sandling heaths are proving, with their historic towns and villages, a magnificent environmental resource for courses and visits enriched by the enthusiastic participation of coastal and reserve



A country churchyard tells the tale of a village.

Photo: Michael Strong

wardens and the Sandling heaths management advisory team.

A now familiar sight on the heathland are the groups of school children gaining insight into heathland ecology in the best possible way. Work parties dig out the young invading birch trees which since there are no sheep and fewer rabbits to nibble them, can soon shade out the heather and turn heath into woodland. These make good trees for replanting in school grounds and at the same time a sound conservation principle is underlined.

Here on this Heritage Coast, some years after the marshes were flooded as an anti-invasion measure in the Second World War, the Minster Bird Reserve was created. Through the cooperation of the Royal Society for the Protection of Birds, the county's school children have this lovely seaside reserve to themselves for three days a week during the month of June for the annual schools' bird recognition competition. Wardens are on hand to guide and inform, and throughout the year children's paintings and descriptions based on the visit make a colourful display in the R.S.P.B. information hut.

The landscape of a Suffolk river valley was recently the subject of two teacher courses. Here the planning department, the education committee and the local community combined to exhibit how much there was to be seen right on the doorstep of a big town. In one case the study area was the River Glipping - its banks and water, woodland, fen and gravel pits, all made accessible by 17 miles of newly-opened tow path. The other site was the beautiful Constable country of the Stour Valley and Dedham Vale.

Several schools, as a result, are now using the river valleys as an environmental resource, looking more closely at their surroundings,

carrying out conservation and making new contacts with the community. School ponds have been dug, coppicing studied and tree seeds collected for planting, while the conflict between conservation, agriculture, industry and recreation in the valleys has been a subject of study by some six-formers.

By intelligent use of a diversity of habitats compactly grouped in a small space, a combined picnic site and nature trail on the banks of the River Deben, near Melton, has been so designed as to form an excellent outdoor classroom. It was the idea of a firm of landscape architects working in cooperation with the district council's countryside ranger and his voluntary helpers. Since it was created (1980) the local high school has produced an annual survey of the riverside wild life.

The last word must go to Suffolk's one and only centre for environmental studies housed in what was a Victorian infants' classroom in the fine little fifteenth century guildhall of Kelsale village in the east of Suffolk, now a teachers' centre. From here operates the environmental studies advisory teacher (also a first) and since his appointment just over three years ago, the large room has been transformed into a veritable Aladdin's cave of treasures. This is a museum with a difference: for here hands-on experience is encouraged - everything can be handled - objects of natural history, geology, pre-history, archaeology, marine biology and schools history.

Once a term the centre produces a newsletter containing first-hand reports and much instructive material on the local scene with illustrations, poems and other contributions from children as well as adults. Since 1979, numbers have nearly

trebled so that this year over 3,000 children will take one of the six courses the centre offers: morning spent exploring beaches and other outstanding features of east Suffolk, the afternoon back in the museum spilling out the morning's treasures onto the tables, looking, questioning and learning simple biology based on the morning's collection.

The aim is to develop sensory perception, make the visit an enjoyable learning experience, not merely a day trip refresher but a challenge through which the youngsters may get to know a bit more about themselves and what they are capable of achieving. Teachers accompany visiting groups and those I met felt they gained much from the experience.

Certainly it is a pleasure to see the lively and sensitive work done by 5 to 13-year-olds showing a lot of awareness of their surroundings: painting, poetry, collages, models, drama and an historical approach to the environment as well as more scientific work involving accurate observation and description with good use of the school library.

Nature trails and little wilderness areas - even a stag beetle reserve - begin to appear in the playing fields, and gardening clubs flourish. Small beginnings perhaps, but earth survival may well depend on such efforts to equip this generation with the appreciation, the knowledge and confidence to begin to cope with the immense environmental problems we are bequeathing to them. It is the least we can do and no work could be more important.

Lee Chadwick is author of *In Search of Heathland* (Dobson Books).

\*Prepared by the Environmental Education Review Group as the British response to the World Conservation Strategy.

## Trail this way

By Sally Dimand

The Greater London Council manages more than 40 parks and open spaces within the London area but only three possess nature trails - the Horniman Gardens in Lewisham, Dulwich Park in Southwark and Trent Park in Enfield.

The Horniman Gardens were first opened to the public in 1893 and lie next to the busy South Circular in Forest Hill. Once through the gates there is total peace apart from the sounds of an unusual variety of animals including Wallaby, deer and peacocks kept in an enclosure.

There are three nature trails - the Railway Line Trail, the Coach House Trail and the Dutch Barn Trail. The first to be opened was the Railway Line Trail in 1973. This lies on part of the old railway line

between Victoria and the Crystal Palace. Built in 1865 the railway eventually declined after the fire at the palace and was closed in the autumn of 1954. Since that time the area has been left to grow wild and so provides an haven of wild vegetation.

The three trails have accompanying leaflets which can be bought for 25p each. They divide the trails into stages indicating interesting trees, shrubs grasses and nesting boxes to note along the paths. These notes are supplemented by drawings indicating various distinguishing marks to look for. An interesting extra at the Horniman might be seeing the ghosts of an Edwardian couple, who it is rumoured, dance under a glade of silver birches.

The Horniman Gardens are well suited to an educational visit. They also contain a sunken garden, a water garden, picnic area, teaching posts and toilet facilities. There is the additional plus of the Horniman Museum. Further information may be obtained from the park manager on 01-699 8924.

Dulwich Park has a wider variety of tree species from all the temperate world than any other London park. The trees can be identified from a leaflet available from the park manager for 15p. Information is obtainable on 01-693 5737.

The other nature trail is in Trent Park, which also contains a special woodland trail for the blind. Visitors can follow the path for three quarters of a mile without assistance by following a continuous log rail placed on the ground. There are information posts along the trail with messages in braille indicating places to sit and bark to feel. Further information from 01-449 8706.

## Catching Hanham's EYE

A school environment improvement campaign described by Robin Gildersleeve

The environment is something that none of us can ignore and the writing is clearly on the wall to ensure that all schoolchildren explore the important issues involved. The central concern of environmental education is "the survival of mankind and the living world", but how can we heighten awareness and encourage a positive interest in the environment from global to community levels?

Schools respond to the challenge in various ways. Primary schools may explore the problems as natural science-based topics while many secondary schools have organized stimulating environmental studies courses. Some imaginative community studies programmes support environmental projects in the school catchment area. All these approaches help to show the way and make an important contribution to environmental education. But the whole school curriculum should acknowledge responsibility for this - all subjects, teachers and related activities have a part to play in this wider educational process.

Whatever the approach adopted, or the age group involved, exploration of environmental issues can be both stimulating and controversial. That is certainly an area offering more than its fair share of practical application and consumer appeal.

Hanham EYE (Enrich Your Environment) week grew out of a concern for the quality of the environment in and around Hanham High School. This 11-18 comprehensive of 1,000 pupils on the eastern edge of Bristol is now in its sixth year, and is beginning to forge links with the community. The buildings are pleasant and functional, but seem to lack the human touch.

Groups of children were taken on informal environmental rambles during tutor and lesson times. They were asked to concentrate on pinpointing places with creative potential (not just identify problems) as they wandered around the school and community. At first many were suspicious of yet another litter campaign but within a short time more than 30 ideas for practical projects were generated.

These included: creating a nature reserve, outdoor chessboards, adopt a garden, tree planting, murals, school treasure trail, furniture construction, Hanham trail, newspaper, aluminium can and bottle collections, plant factory, adopt a duck, adopt a corridor, putting green and many other exotic sounding, but feasible ideas.

There was certainly enough positive interest among the pupils seriously to consider a "campaign". Their enthusiasm and a staff meeting helped to win over many of the staff. Eventually a decision was made and a week (November 22 to 26, 1982) was chosen. How daunting it seemed when committed to the school calendar back in October. It was a little while before we realized that, just by chance, we had chosen National Plant a Tree week!

If the aim of Hanham EYE week was to encourage pupils to develop a more positive concern for the environment from global to local scales it was felt important to fill it with a wide range of activities and experiences during both tutor, social and lesson time.

Professional help was needed. The strength of environmental concern is reflected in the number of organizations and individuals willing to offer their support and practical advice. A circular letter sent out by one tutor group to more than 90 organizations, met with a 100 per cent response. Many sent publicity and display material, further advice and most important for pupil incentive, "good luck" letters.

In Bristol we are fortunate to have a wealth of active groups to approach. Friends of the Earth was able to offer speakers for all the lower school year groups and also provided a varied assortment of goodies for the Environment Shop; they helped to organize our com-

munity recycling schemes. The Bristol Urban Studies Centre moved to us *en bloc* for the week. I worked closely with a group of fourth years, researching and designing a Hanham Trail. Avon Wildlife Trust has been support locally and good display material on a local mill project.

The Avon Planning Department and Bristol University School for Advanced Urban Studies were well worth contacting in the early stages of organization. The former were able to loan a large quantity of indoor and outdoor noticeboards. The conservation volunteers coordinated the planting of 200 trees and arranged a substantial grant to cover the cost. The CSV (community service volunteers) advisory service produced two very useful publications on the subject. One is "Planning your Environment", a teacher's pack and a pupil workbook for the 9 to 14's called "Colour in Your Environment".

These are just a few of the people and groups to whom we are indebted. The school's creative faculty was able to help us out by organizing a

very useful staff workshop on "Displays". Several other faculties reorganized their curricula during EYE week so that the global perspective could be promoted.

Science focused on endangered species and for this David Bellamy's *Sunday Times* article was a timely resource! In humanities lower school groups pondered the problems of space exploration (SpaceShip Earth), while creative writing in English led to publication of a Hanham EYE magazine.

Social time was full of activities. Pupils could watch the lunchtime films or hunt for a bargain in the Environment Shop. Here badges, "Tantra Designs" of Bristol have a wide range, T-shirts, recycled goods, posters and "good food" could be bought.

The photo and poster competitions occupied a lot of children for several hours, while designing a school Christmas card posed another creative challenge.

Tutor times seemed full of activity. The "adopted" projects took up a fair amount of time, but the competition to find the "most improved"

tutor base environment" (one per year) led to a frenzy of activity by the Friday of EYE week. Even some of the more disinterested members of the upper school became actively involved, rushing off to obtain the last willing specimens from the plant factory.

It was certainly a week of staff and pupil involvement and several of the projects have continued unprompted. However, an impact week alone is not sufficient to greatly influence attitudes, reinforcement is vital.

The outdoor chessboard has faded but an assembly request produced, within minutes, a long queue of apprentice decorators outside the staffroom. The adopted gardens are blooming nicely while we await the arrival of our Greenpeace speaker for a series of talks in July.

Enough positive things have come out of the campaign, at many levels, to suggest that other schools might benefit from a similar experiment. If I can be of help, please contact me.

Robin Gildersleeve is Head of Humanities at Hanham High School, Bristol.

## New guide

The Lake District, the largest of Britain's 10 National Parks, has 880 square miles of natural beauty designated for recreation and preservation. The Youth and Schools Service there handles the immense demands on the area from teachers and children.

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Among them is a new 56-page *Group Visits Guide* which summarises what teachers need to know prior to a visit - facts and figures, resources, facilities and useful addresses including coach and equipment hire and youth accommodation.

Importantly, one leaflet covers public transport (with maps but not timetables) and another lists books and maps (up to 1981). There is also a leaflet on the school publications.

The pack costs £2.50 plus 50p p.p. from the Youth and Schools Liaison Service, National Park Centre, Brockhole, Windermere, Cumbria LA 231 L.I. The booklets are also available separately but not the pack's colourful cover which doubles as a poster.

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Edited by G. Ashworth  
Environmental Institute, University of Salford, UK

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EXTRA

# Streetwork in towns and cities

Graham Russell, Liz Hirst and Anne Armstrong state the case for Urban Studies Centres

Over a decade after the dramatic American experience of "bussing", it may come as a surprise to learn just how many teachers in this country endorse a strange and long-standing form of it to enhance to their students environmental experience.

More than 1,000 field studies centres (and a number of coach line companies) pay testament to the extent of this phenomenon - a curious British echo of the old American practice of bussing black children into white areas. Although the effect may sometimes be the same, the difference here is that it is our urban children who are being transported into the countryside for educational purposes.

In the United States, in the 1960s, the logic behind the daily shuttle was to take black children out of their damaging and depressed local schools into more affluent (white) schools, a compensatory device. Like many such devices it could fail because it could become a substitute for any real allocation of resources towards black and disadvantaged children.

Are there parallels with this in environmental bussing? Many urban education authorities have invested directly or indirectly in rural/field studies centres because they rightly believed that their children would benefit from non-urban experience. But has this been at the cost of developing strong urban and local studies? Is there nothing worth studying in the environment at home? Or is it that bussing simply allows us to avoid all those tricky environment problems on our own back doorsteps? Unfortunately these questions are rarely asked. The annual field work trip or school journey is accepted as part of many curricula and it is part of the school year to which teachers and pupils look forward.

Away from school, the children learn to take part in a different relationship with pupils. No one doubts the value of taking children into strange environment and showing them the pleasures of the countryside. But if it is the only environmental experience that our children get, we are seriously selling them short.

By omission, we are telling them that their own urban environment is worthless and that it is more important to go and study something else, preferably rural. Further, we are failing them because to get the full benefit of studying a strange environment they need to have an appreciation of their own.

Although 80 per cent of those children live in urban areas, they learn that the countryside is somehow more valuable and interesting. Although most of them will be familiar with their built surroundings they will be encouraged to investigate only the world away from school with a strong emphasis on things natural.

Finally they will not learn how to relate non-urban concerns with the issues that surround them. Although most of them will be painfully affected by problems such as racial conflict and unemployment, we tell them not to confront such things directly.

We are not arguing against coaches, field centres and school trips, but rather that the investigation of distant environments should be placed in a proper context with an understanding of what is happening locally.

Nor are we asking for extra space on the already full timetable. We are not talking about another trendy, vogue and ultimately marginal change in schooling. But we are asking for a fundamental change in attitudes and practice which might underpin aspects of everything we teach, both in and out of school. We are asking teachers to remember the local in all their teaching and to develop urban studies.

The guiding principles for this approach, which have emerged over the last 10 years, are briefly that it should be child-centred, local, issue-based, experiential, inter-disciplinary, and affective. These principles have developed from work in schools

and in urban studies centres. They offer a method by which children explore directly the problems which affect them; one which helps them to understand and finally improve their own surroundings.

Thus children will study the effects of a factory closure down the road, the nature of leisure facilities in their area, the proposed district plan, the housing allocation policy on the local estate, the availability of local health facilities, the decline of their local shop.

They will collect their own evidence and information directly from street surveys, oral histories, census data, local records, committee minutes, interviews with council officers and members of local newspapers and community groups, as well as from more conventional sources. If they need photographic evidence they have to learn to take, develop and print a photograph. If they need to make a video film they must learn the techniques themselves.

They must analyse what they collect and ask questions: "Is this right? Who gains, who loses?" Nor is this sort of local work parochial, for the roots of any one local issue may be regional, national or even international, and thus it may well be appropriate to go and look at another environment.

As you can see, this form of urban and local studies requires a very different method of learning to the traditional classroom model because it is active, participatory and democratic, and as such it can be very difficult to introduce into schools. Apart from philosophical and pedagogic difficulties there are problems of resources and equipment, teacher pupil ratios and knowledge of the local area. The urban studies centre can certainly help over the latter, for it can offer re-

the local and other communities and where people learn or are helped to improve and change their surroundings.

School groups visiting the centre use the same resources, equipment and staff as the other users and thus not only get involved in the same improvements and changes but in fact instigate change themselves.

This has happened at Notting Dale urban studies centre in West London known locally as "The Urban".

The idea for Information Technology Centres grew originally out of an investigation by FE students of their employment chances. They soon discovered that the only expanding market in the area appeared to be micro-technology. At the Notting Dale Centre Chris Webb felt that helping the students to discover the facts was not enough, the centre must also be prepared to help them take appropriate action: thus the formation of the first Information Technology Centre.

The Edward Woods estate was built with no shops no community centre and no warden service for its elderly population (25 per cent of the total). Now it has all these things, fought for by local people, with the help of the urban studies centre, who recognized their particular needs, in part at least, as a result of survey and analysis carried out by local secondary children. The pupils made an emotive video about the difficulties encountered on the nineteenth floor of one of the slab blocks.

The first urban studies centres were established over ten years ago. They now have a wide geographical spread from Edinburgh to Bristol, from Canterbury to Manchester but there are only 32 of them. They are random in



Children at Notting Dale Urban Studies Centre consider the issue of vacant land under the motorway

for a wide network of contacts and experience which can encourage a greater collective and affective efforts. Third, as a development of the above, they prove to be extremely cost-effective in offering a variety of facilities and experience to a wide and overlapping range of environmental clients.

In time we would hope that schools could begin to adopt these activities and not need to be "up the urban" to take part in them. The development of local understanding, the contribution of students to local environmental change should mean that schools begin to develop the real community links which characterize the best urban studies centres. We are, however, a long way from that point and while all schools need help in this field, not all have it and very few have a local urban studies centre.

There is thus a need for more resources to be made available to existing centres and to those who want to establish more. If the relevant bodies understood the need for and value of urban studies centres it would surely be prepared to fund them. The Inner London Education Authority, for example, funds eight out-of-town rural and field studies centres but as yet gives only small grants (totally about £1,200) to two urban studies centres in the city itself.

Those of us who are working in urban areas are not necessarily asking funding away from their rural centres but to make the cake a little larger and support urban centres as well. It is not, however, only the hard pressed education authorities that are being asked for financial support. In the past, planning authorities, central government charities and local industries have all helped out.

Why should they go on and why should they give more? Because helping people to understand, analyse and affect their lives is not only fundamental to education, it is fundamental to, and perhaps the only way to, combat our urban crisis. This challenge thus confronts them, happen. Their common and individual experiences not only show how much can be achieved from very little but also what energies and enthusiasms can be harnessed in this cause.

Urban studies centres thus have enduring qualities. First, they are an excellent host for a number of other local and community organizations which requires access to facilities and each other and which can contribute to education.

Second, they are excellent centres

urban studies centre.

If you do not have one, help to set one up, and/or adopt this approach to learning in your school. Take part in practical, direct and positive reaction. Graham Russell, Liz Hirst, Anne Armstrong write on behalf of Streetwork, which publishes BEE (the Bulletin of Environmental Education) and among other things, helps set up urban studies centres. Information from Streetwork, c/o Notting Dale USC, 189 Freston Road, London NW10.

## Volunteer workers

Stone-walling, stile-building, dyking and digging are among the varied holiday jobs which need doing by energetic volunteers, some in the most spectacular parts of Britain. Nearly 300 are on offer through the British Trust for conservation volunteers until the beginning of October. Volunteers, who have to be 16 or over, work in small teams under a leader for eight hours a day and stay in hostels, estate cottages or sometimes in tents, with meals provided.

The Trust's summer programme details all the projects, many in national nature reserves, areas of outstanding natural beauty or special sites of scientific interest. Most last for a week. The cost is £1.80 a day in the high season, with a reduction of 60p a day for anyone undertaking three or more.

The programme is available (with an A4 SAE and 27p in stamps) from BTCV, 36 St Mary's Street, Wellingford, OX10 0EU. Tel: 0491 39766.

## New unit for youth

A new youth unit at the Council for Environmental Education is extending the council's activities in non-formal education. The aim of the new unit is to promote the environmental issues in youth clubs, youth organisations and training projects. It will concentrate on providing training resources for youth leaders and pressing the Government to make environmental education an integral part of its youth training schemes.

The unit was originally set up five years ago by the Co-En-Co which coordinates national bodies concerned with the environment. It will continue to be based at the Zoological Gardens, Regents Park.

# Field studies on the Mendip Hills

Report by Shirley Toulson

A swollen River Somer did not cause havoc in the town of Midsomer Norton after the heavy rains of May; but it surely would have done - and the streets could have been flooded at least three times last winter - were it not for the Wessex Water Authority's flood relief scheme. Since 1979, a tunnel which runs under Somersvale Comprehensive School in the centre of the town, drains off the excessive flood water.

When that tunnel was first completed, 12-year-old Julie Dando and her mother took advantage of an "open day" to walk the whole two kilometres of its length. Now her project on the scheme as a way of dealing with flood caused by urban building, which prevents the rain sinking through the limestone, is being submitted as part of her work for the Avery Hill 14 to 16 O level syllabus. She spent part of last Christmas holidays finding out what the people in the town thought about the flood tunnel, describing how the flood alleviation scheme worked, and considering other methods that could have been adopted to deal with the water.

Her teacher, John Scarterfield, has been following the Avery Hill syllabus and allied work arising from the Geography for the Young school Leaving Project (pioneered by Rex Beddis, Avon's environmental studies adviser), for the past five years. The situation of his school, on the edge of the Mendip hills, whose limestone formation presents more varied conditions than any other stretch of "limestone" of comparable size, is a gift to any geographer, whether he is dealing with an urban or a rural environment.

Peter Huckle, who teaches at Bristol Grammar School does not have the same advantage of hills on his doorstep. So his work on Mendip is mainly concentrated on the countryside of the area, working from the school's Mendip field studies centre, housed in the old school. Both Tom Elkin, who has been warden of the centre for the last sixteen years, and Roy Rendell, the

market gardens on the southern scarp of the hills.

Mr Scarterfield brings pupils out to this centre every Friday, returning to Bristol by midday on the Saturday. That gives the boys a day and a half on the hills.



Charterhouse field studies centre housed in an old school

At all levels the emphasis of study is on land use; although O and A level students look at this in connection with the geology of the region, while the juniors are given the opportunity to perfect their map work. There can be no better spot than windy Nyland Hill, rising like the island it once was out of the Somerset levels to the south of Cheddar, for that purpose.

From the triangulation point on its small, flat summit you can see the whole of the south face of the Mendip range, from Shepton Mallet in the east, to its last outpost in the west, the island of Steep Holm, humped out of the Bristol Channel. To the south the lush pastures of the Somerset levels are patterned by the straight "lanyons" of successive drainage schemes. From here it is easy to master the directions of a compass, and to translate the symbols on the map to the features on the land beneath your feet.

High on Mendip plateau itself, where a handful of farms make up the settlement of Charterhouse, Somerset County Council has one of its residential field studies centres, housed in the old school. Both Tom Elkin, who has been warden of the centre for the last sixteen years, and Roy Rendell, the

county's advisor on ecological studies, are uncompromising about the need for pupils of all ages to be properly prepared for their visits, and to relate the work they do on Mendip to the general curriculum. There is always plenty of time to do that, for the place is so popular that schools (and those from outside the county are also eligible to visit) have to book up at least a year in advance.

The place is rich enough in varied rock formations, in its flora and fauna, and in the visible evidence of its history (Charterhouse was the site of the main Roman lead mines in the county, and still bears evidence of nineteenth century workings) for teachers to work out a variety of projects, which can be undertaken within a few miles of the centre.

All school parties follow their own schemes at Charterhouse, and in devising them, they are helped and encouraged by the warden, who visits the schools during the winter months, when the work is in the planning stage. A month before a class comes to Charterhouse, the pupils are shown slides and films of the area they will be working in.

As well as the curriculum-related work, school pupils who come to this centre have a chance to take part in some unusual leisure activities. They can go pony trekking from one of the neighbouring farms, and those over ten may be given their first, careful experience of entering Mendip's underworld through Goutchurk cave. Above all every child who comes to Charterhouse is taught to respect the spirit of the country code, and to realise that land must be treated responsibly.

Roy Rendell is adamant that one of the most important aspects of the county's centres is to make children aware of the vulnerability of the life of the countryside. He believes that such an understanding only comes through direct, first-hand experience. No film, text book or enthusiastic teacher can compete with the sensation of finding a lizard's discharged tail in your hand,

search dossier. This comprises references to completed and current research relating to environmental education (methods, evaluation, effectiveness, extent, provision, etc) both published and unpublished. The dossier will be added to over time and the information be made available to enquirers - particularly researchers wanting to know about work that has been or is currently being undertaken. The dossier will include, where possible, details of author(s), title and subject of study, research status, publisher and/or where held, and contact address.

The dossier is a straightforward scheme, based on the simple exchange of information, but CEE hopes that it will help stimulate greater research efforts in this area, underpin the great variety of environmental education programmes currently being carried out in schools and thereby, help win greater recognition and support for environmental education generally.

For details of the research dossier and of CEE's other services, send an SAE to Council for Environmental Education, School of Education, University of Reading, London Road, Reading RG1 5AQ.

<sup>1</sup> Wild Boar 1982. Magazine of Everdon Field Centre, Northants.

<sup>2</sup> Learning out of Doors. An HMI survey of outdoor education and short stay residential experience. DES, 1983.

Shirley Toulson is Assistant Director CEE.



Bristol Grammar School's Mendip field centre housed in the defunct railway station at Westbury-sub-Mendip

or having the good fortune to be there when a dragon fly nymph emerges.

It is the older students who are more likely to appreciate the special character of Mendip, whose limestone foundation gives it more affinity with the north of England than its surrounding Somerset. Here it is comparatively easy to appreciate that what you can see on the surface depends on the formation of the underlying rock. This means that it is a particularly good place for geological work, but both Mr Rendell and Mr Elkin are agreed in denouncing the use of hammer.

In that opinion, they have the support of Jim Hanwell, who has taught O and A level geology at the Blue School in Wells for the past twelve years. He thinks that it is time that the collection of rocks should be considered as inadmissible as robbing birds' nests or picking wild flowers. He looks forward to the time when people generally will realise that specimens can just as well be studied in the site or in museums, and that the preservation of an area depends on such procedures.

Living and teaching in an area rich in officially designated Sites of Special

Scientific Interest, Mr Hanwell believes that they should only be used by the most serious students. He is convinced that almost anywhere on Mendip can present an opportunity for appreciating the geomorphology of the region. With Cheddar Gorge only eight miles away, his boast that he likes to limit his field trips to half-day excursions could be greeted with some cynicism by less well-placed teachers. But he finds that some of his best work comes out of visits even nearer home in the hills on the very edge of Wells itself. In any case, he is an avowed opponent of large parties and the 45-seater coach. He would prefer never to take more people on a field trip than can comfortably fit into a mini-bus.

Indeed the message that I got from all these teachers is that field studies are not necessarily enhanced by travelling long distances to the site. What matters is what you can find out about the place where you are. Most people are lazy-lookers in Mr Hanwell's opinion, and the value of field work on Mendip or anywhere else does not lie so much in telling pupils what to look out for, as in encouraging them to "see without being told".

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a co-educational all-age day school of approaching 1,100 pupils, requires for September 1983:

1. HEAD OF ENGLISH DEPARTMENT. This is a key position for which an experienced graduate is sought to lead a team of five. Full secondary age range including Oxbridge work.

2. REMEDIAL TEACHER. A qualified and experienced specialist for small groups and individual work in learning difficulties is required. Application with full curriculum vitae, photograph, testimonials, and names of two referees should be sent with telephone numbers for day and evening contact to the Headmaster who will send further information.

The British School of Brussels,  
Steenweg op Leuven 19,  
1980 Tervuren, Belgium.

## THE ENGLISH INTERNATIONAL COLLEGE, Marbella, Spain

The English International College, requires two full-time staff for the following posts:

Post 1  
**TYPING/SHORTHAND**  
(to advanced levels)

Trainees with ability to teach Commercial Studies.

Post 2  
**COMMERCIAL STUDIES/ACCOUNTS**  
(to advanced levels)

Trainees with ability to teach Typing and Shorthand.

For any further information, please contact the College at:

URB Romero  
Carretera de Cadiz,  
Malaga KM. 196.5 MARBELLA,  
enclosing CV,  
or Telephone Marbella (010 3452) 83 10 56.

## OVERSEAS continued

### BOTSWANA

TEFL ADVISERS to upgrade the TEFL skills of primary school teachers in rural areas.

TEFL qualified primary teachers required, minimum 4 years experience. TEFL courses promote the educational and vocational training of unemployed young people in a diamond mining town.

Qualifies social, community, youth and community worker, required, minimum 3 years work experience. Practical skills e.g. literacy, teaching, woodwork, swimming, 2 year contracts including a modest living allowance, no funding for dependants.

Write for details including short C.V. and a.n.s. to: International Voluntary Service, c/o British Council, 11, St. James's Place, London SW1A 1BJ. (021) 460050

### BOTSWANA

Private Primary School requires 2 teachers for 1983/84. One male, one female, both with 5 years experience, no children, both with 1 year postgraduate study. Apply to: Mr. J. K. T. 0089, 11549.

### CALIFORNIA

TEACH IN CALIFORNIA. English teacher with 12 and 13 year olds in Private and Public Schools. Must have 5 years experience with O and/or A level teaching and strong background in literature and creative writing. Some administrative experience appreciated. Salary negotiable, renewable for up to three years. Starting in September 1983. Send C.V. and 3 references to: Mrs. J. K. T. 0089, 11549.

Christian Teachers. Needed for Secondary Schools in Africa and New Guinea. Voluntary work. Volunteer teachers considered. Send C.V. and 3 references to: Christian Teachers, 11, St. James's Place, London SW1A 1BJ. (021) 460050

### COLOMBO

TEACH IN COLOMBO. Sri Lanka Overseas Children's School. Requires a teacher (no dependants) with experience in teaching both English and Chemistry to International Baccalaureate level. Send C.V. and 3 references to: Sri Lanka Overseas Children's School, 11, St. James's Place, London SW1A 1BJ. (021) 460050

### CYPRUS

TEACH IN CYPRUS AND THE MIDDLE EAST. English teacher with 12 and 13 year olds in Private and Public Schools. Must have 5 years experience with O and/or A level teaching and strong background in literature and creative writing. Some administrative experience appreciated. Salary negotiable, renewable for up to three years. Starting in September 1983. Send C.V. and 3 references to: Mrs. J. K. T. 0089, 11549.

### PARIS

TEACH IN PARIS. British School of Paris. Requires a teacher (no dependants) with experience in teaching both English and Chemistry to International Baccalaureate level. Send C.V. and 3 references to: British School of Paris, 11, St. James's Place, London SW1A 1BJ. (021) 460050

### PARIS

TEACH IN PARIS. British School of Paris. Requires a teacher (no dependants) with experience in teaching both English and Chemistry to International Baccalaureate level. Send C.V. and 3 references to: British School of Paris, 11, St. James's Place, London SW1A 1BJ. (021) 460050

### PORTUGAL

TEACH IN PORTUGAL. British School of Portugal. Requires a teacher (no dependants) with experience in teaching both English and Chemistry to International Baccalaureate level. Send C.V. and 3 references to: British School of Portugal, 11, St. James's Place, London SW1A 1BJ. (021) 460050

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## DUBAI

### DUBAI ENGLISH SPEAKING SCHOOL

This 500 place school (boys to 11) requires 20 experienced teachers for Sept 1983.

1) RECEPTION  
2) TOP JUNIORS - Pre-tertiary with Common Entrance Experience.

Teachers registered with the Ministry of Education. Send C.V. with names of two referees and photo to: Mr. J. K. T. 0089, 11549.

### GREECE

Teachers required for Greek and English. Send C.V. and photo to: Mr. J. K. T. 0089, 11549.

### ITALY

Native/English teachers, one class each. Send C.V. and photo to: Mr. J. K. T. 0089, 11549.

### MADRID

TEACH IN MADRID. British School of Madrid. Requires a teacher (no dependants) with experience in teaching both English and Chemistry to International Baccalaureate level. Send C.V. and 3 references to: British School of Madrid, 11, St. James's Place, London SW1A 1BJ. (021) 460050

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## BOLTON METROPOLITAN BOROUGH

POST A  
**CAREERS OFFICER**  
EMPLOYMENT/INDUSTRY TEAM

POST B  
**CAREERS OFFICER**  
BOLTON (SOUTH) TEAM

AP3/4 £5973/£7545 per annum.

Post A - This is a Department of Employment "strengthening" post and the successful applicant will be part of a team of six officers specialising in work with the unemployed and the Youth Training Scheme. Good relevant experience is desirable.

Post B - The person appointed will be part of a team of four Careers Officers responsible for the full range of vocational guidance duties in schools, employer liaison and support for the Youth Training Scheme.

Applicants should preferably be experienced Careers Officers holding a Diploma in Vocational Guidance but students about to complete the Diploma Course will be considered. Holders of the Diploma in Vocational Guidance will commence on £8873 per annum (min. point of AP4).

Application forms, and further details, which are available from the Personnel Officer, Town Hall, Bolton BL1 1RU (Tel 22311 exts 587 & 6105) should be returned by 7th July 1983. Trade Union Membership is a condition of Service.

An Equal Opportunity Employer.

## SANDWELL HEALTH AUTHORITY

**SENIOR HEALTH EDUCATION OFFICER**

Scale 9  
£8,367-£10,277 per annum

Due to the promotion of the present post holder, a challenging opportunity has arisen for a suitably qualified/experienced person to contribute to the development and promotion of health education throughout Sandwell.

The successful applicant will assist in the research and collection of health education information, and will be expected to take an active part in the development of strategic and operational plans for the service. He/she will support and participate in basic and post-basic training for health authority and local authority personnel, voluntary organisation staff, etc; and in addition, will be required to assist in the organisation and management of campaigns and exhibitions, of both national and local concern.

Ideally, applicants should possess a qualification related to health education, nursing or teaching. Although based in central West Bromwich, the appointment will involve travelling throughout the district, therefore, applicants should be car owners/drivers.

To discuss the appointment further, or to obtain an application form and job description please contact Mr R. J. Belding, District Health Education Officer, Health Education Centre, 8 Grange Road, West Bromwich B70 8PD. Tel: 021-925 5393. Completed applications to be returned by 4th July 1983.

## Hampshire Education Authority

**Adviser for Physical Education**

Soulbury Head Teacher Group 7

To join a County team of Physical Education Advisers and to have special responsibility for advisory work in Outdoor Pursuits.

Application form and further particulars available from Education Personnel Unit, The Castle, Winchester SO23 8UG enclosing an SAE, or telephone Winchester 54411, Ext. 435. Please quote reference CE.03.095. Returnable by 1st July 1983.

## OVERSEAS continued

### PORTUGAL

THE ASSOCIACAO LUSO-BRITANICA (Instituto Britanico) requires 20 teachers, preferably qualified with experience of P.C.E. & C.T. teaching, for contracts, one year, 1st September 1983. Basic duties consist of teaching English to 100-150 Portuguese students total per year, plus use of 100-150 Portuguese students and medical scheme. Early retirement scheme available. Interested teachers should apply in writing, including C.V., address and telephone, to: Mr. J. K. T. 0089, 11549.

### PORTUGAL

TEACH IN PORTUGAL. British School of Portugal. Requires a teacher (no dependants) with experience in teaching both English and Chemistry to International Baccalaureate level. Send C.V. and 3 references to: British School of Portugal, 11, St. James's Place, London SW1A 1BJ. (021) 460050

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### PORTUGAL



## THE ASSOCIATED EXAMINING BOARD ADMINISTRATIVE ASSISTANT

Applications are invited for two posts of Administrative Assistant in the following subject areas:

- 1) Mathematics and allied subjects (Including Statistics and Computer Studies)
- 2) Social Sciences (Including Sociology, Law, Psychology and Government & Politics)

The posts are concerned with the educational aspects and the administration of the Board's examinations and the persons appointed will be required to assist the Group Head and the Administrative Officer responsible for the work in the relevant subject area. Applicants should be graduates in an appropriate discipline and preferably have administrative and/or teaching experience.

The appointments will be on the Board's scale for Administrative Assistant which is £5,530 x £300 to £7,630 (bar) x £300 to £9,130 per annum, the point of entry being determined by qualifications and experience. Subsequent promotion above the bar will be open to those with extensive proven experience and performance.

Further details and application forms are available from the Personnel Manager, The Associated Examining Board, Wellington House, Aldershot, Hampshire (Tel: Aldershot 25551) to whom they should be returned marked 'Private and Confidential' not later than Friday, 8 July 1983. Applicants should state for which of the two posts they are applying.

## Committed to Integration?

Do you support children with special needs being in ordinary schools?

The Centre for Studies on Integration in Education was established by The Spastics Society in July 1982 with the aim of promoting good practice in integration, following the 1981 Education Act. The Centre is part of the Director's team of campaigning specialists in the Society.

With our specialist advisers, we can help you to plan, develop and evaluate your school's integration work, help with conferences and study days and contributing to the Society's growing campaign on integration and related issues.

A commitment to integration is essential. Fluent writing ability is vital and a good working knowledge of central and local government and the education system is important. In addition, ideas and initiatives for the immediate and long-term development of the Centre are sought.

Salary range is on scale at:  
AP5 (28-32) £8,825 - £10,083 Incl. London weighting

Please write or telephone for further details and an application form to Miss F. M. Williams, Senior Personnel Officer, The Spastics Society, 12 Park Crescent, London W1, 01-636 5020 ext. 21.

**THE SPASTICS SOCIETY**

## ADMINISTRATION L.E.A. continued

### NOTTINGHAMSHIRE COUNTY COUNCIL

#### EDUCATION

##### CAREERS SERVICE

##### SPECIALIST

##### CAREERS OFFICER

##### (Handicapped Young People)

A qualified and experienced Careers Officer will be required to assist the Director of Education in the provision of careers advice and guidance to pupils and young people in special schools and in the community. The post holder will be responsible for the provision of careers advice and guidance to pupils and young people in special schools and in the community. The post holder will be responsible for the provision of careers advice and guidance to pupils and young people in special schools and in the community.

Application forms and further details are available from the Director of Education, Nottingham City Council, 100 Victoria Road, Nottingham NG2 2GP. Tel: Nottingham 25511. Closing date: 15.7.83.

### SOUTH TYNSIDE BOROUGH COUNCIL

#### EDUCATION

##### ASSISTANT SCHOOLS MEALS COORDINATOR

##### (28.8.83 - 28.8.84)

Applications are invited for this post in the South Tyneside Borough Council. The post holder will be responsible for the provision of meals for pupils in the borough's schools. The post holder will be responsible for the provision of meals for pupils in the borough's schools.

Application forms and further details are available from the Director of Education, South Tyneside Borough Council, 100 Victoria Road, South Tyneside. Tel: South Tyneside 25511. Closing date: 15.7.83.

## Head of Qualifications Department

The Institution of Electrical Engineers invites applications for the post of Head of the Qualifications Department. This is a senior administrative position. The Department has the admission of students and the education and training of professional engineers.

Good administrative experience including the servicing of committees and the holding of meetings together with detailed knowledge of the British and Continental systems of technical education is important together with experience of industrial and industrial training techniques. The salary for the post is £18,000 and there are in addition attractive benefits.

As a first step, applicants should write with full career details to the Personnel Manager.

The Institution of Electrical Engineers, Station House, Nightingale Road, Hitchen, Herts SG5 1JR.

## ROYAL NATIONAL INSTITUTE FOR THE BLIND

### Deputy Education Officer

Salary Range £8,792 - £11,205 p.a. (Inclusive of London Weighting £1,134)

This new post of Deputy Education Officer has been established to strengthen the small professional team responsible for the administration and development of RNIB's education services for visually handicapped children and students. The work is varied and interesting, covering a wide range of activity at all levels. RNIB is currently reviewing all its work, and the post offers scope for initiative and enthusiasm.

We are looking for a graduate with good progressive administrative experience preferably within the education sector but not essential. The successful applicant will be required to take specific responsibility for an area of work, and will involve some travelling within the U.K. Excellent pension facilities.

For further particulars and application forms please contact: The Education Officer, RNIB, 224 Great Portland Street, London, W1N 6AA (Tel: 01-582-1256). Closing date: 1st July 1983.

## Administration General

### GLOUCESTERSHIRE EDUCATION ORGANISER

We are looking for a Teacher with several years experience who is interested in working with adolescents, and would like to take over the organisation of an alternative education programme for 10-15 adolescents in care. The programme is based on a child-centred approach, and involves one to one tuition and small group activities. The job would involve some weekend and evening work. Salary £2,500 per annum. Please send CV to: Mr. J. P. Smith, Gloucestershire Education Officer, 100 Victoria Road, Gloucester GL1 2GP. Tel: Gloucester 25511. Closing date: 15.7.83.

## KENT THE DIOCESE OF ROCHSTER ASSISTANT DIRECTOR OF EDUCATION (SCHOOLS)

Applications are invited for this post in the Diocese of Rochester. The post holder will be responsible for the provision of education services for the diocese. The post holder will be responsible for the provision of education services for the diocese.

Application forms and further details are available from the Assistant Director of Education, Diocese of Rochester, 100 Victoria Road, Rochester. Tel: Rochester 25511. Closing date: 15.7.83.

## Senior Education Officer (Programme Support and Development)

The Independent Broadcasting Authority, based in Knightsbridge, is looking for a Senior Education Officer to control and develop its new Programme Support and Development group under the overall direction of the Head of Educational Programme Services. The IBA Educational Programme Services Department is responsible for the supervision and development of one of the largest schools and adult education broadcasting services in the world. The PSD group has recently been established as a small central resource and enabling agency which will help to develop a strategy supporting and extending the effectiveness of programmes. The Senior Education Officer will be assisted by an Education Officer, an Assistant Education Officer and supporting administrative and secretarial staff. Candidates must have considerable experience of management and team leadership in education, a wide knowledge of the major educational institutions and of current educational thinking in adult and further education. Knowledge, and preferably some experience, of voluntary and community services is needed. The successful candidate will have demonstrated an ability to formulate new ideas and concepts on a large scale, be articulate, and have the ability to communicate effectively both orally and in writing. Applicants will therefore be asked in advance to make proposals for the development of this recently established assignment.

**IBA INDEPENDENT BROADCASTING AUTHORITY**  
\* An Equal Opportunities Employer \*

The salary range for this post is £13,941 to £18,801. For an application form and job description please telephone 01-584 7011 ext 390 (Monday to Friday 9 am to 5 pm). IBA, 70 Brompton Road, Knightsbridge, London SW3 1EY.

## Education and Community Liaison Officer is required by London Festival Ballet

The present holder of this post leaves us shortly to become administrator of a Dance Company and we seek a replacement immediately.

Our Education and Community Unit utilises the full Company's resources to introduce classical dance to a wide selection of community groups and to develop understanding and appreciation of the art form amongst the young. The person selected will have an in depth knowledge of educational and community affairs, and preferably a general interest in and knowledge of dance and the theatre. He or she will also need to demonstrate the administrative and creative ability required for the organisation and publicity of a wide variety of events, must be a car driver, and be free to travel extensively.

A salary of £7,500 pa is offered, and applications should be addressed to David Rees, Administrative Director, Festival Ballet House, 39 Jay Mews, SW7 2ES to arrive no later than 8 July 1983.

## SEX DISCRIMINATION ACT, 1975

No job advertisement which indicates or can reasonably be understood as indicating an intention to discriminate on ground of sex (eg by inviting applications only from males or only from females) may be accepted, unless:

1. The job is for the purpose of a private household; or
2. It is a business employing fewer than six persons; or
3. It is otherwise exempted from the requirements of the Sex Discrimination Act.

A statement must be made at the time the advertisement is placed saying which of the exceptions in the Act is considered to apply.

In addition to employment, the principal areas covered by the section of the Act which deals with advertisements are: the supply of goods and services and the sale or letting of property.

It is the responsibility of advertisers to ensure that advertisements comply with the provisions of the Act.

## Social Services

## Child Care

### WARWICKSHIRE

#### EXHALL ORANGE SCHOOL

#### Head of School

Required for September 1983 at this international school for 10-15 adolescents in care. The post holder will be responsible for the provision of education services for the diocese. The post holder will be responsible for the provision of education services for the diocese.

Application forms and further details are available from the Assistant Director of Education, Diocese of Rochester, 100 Victoria Road, Rochester. Tel: Rochester 25511. Closing date: 15.7.83.

## Education Psychologists

### DERBYSHIRE COUNTY COUNCIL

#### EDUCATION

##### EDUCATIONAL PSYCHOLOGIST

Applications are invited for this post in the Derbyshire County Council. The post holder will be responsible for the provision of education services for the diocese. The post holder will be responsible for the provision of education services for the diocese.

Application forms and further details are available from the Director of Education, Derbyshire County Council, 100 Victoria Road, Derby. Tel: Derby 25511. Closing date: 15.7.83.

## Ancillary Services

### DEVON

#### STOVER SCHOOL

#### Wanted: resident School

Inquiries/Interviews in the Headmistress's Office. Tel: 01432 240000

## Miscellaneous

### HAMPSHIRE

#### EDUCATION

##### TEACHING STAFF

Applications are invited for this post in the Hampshire County Council. The post holder will be responsible for the provision of education services for the diocese. The post holder will be responsible for the provision of education services for the diocese.

Application forms and further details are available from the Director of Education, Hampshire County Council, 100 Victoria Road, Winchester. Tel: Winchester 25511. Closing date: 15.7.83.

## HAMPSHIRE EDUCATION AUTHORITY

### Area Educational Psychologist

Salary: Head Teacher Group 6 £13,953-£15,189

Applications are invited from fully qualified and experienced Educational Psychologists for the post of Area Educational Psychologist in Mid-Hampshire. The successful applicant will be based in Winchester and be responsible for a team of seven Educational Psychologists serving an area with a school population of approximately 40,000.

Application form and further particulars available from the Personnel Unit, The Castle, Winchester SO23 7UG. Tel: 01432 466. Please quote post number CE.03.032. Returnable by 15.7.83.

## Examiners

### SOUTHERN REGIONAL EXAMINATIONS BOARD

#### EXAMINER/MODERATOR - 1983 EXAMINATIONS

Applications are invited for this post in the Southern Regional Examinations Board. The post holder will be responsible for the provision of education services for the diocese. The post holder will be responsible for the provision of education services for the diocese.

Application forms and further details are available from the Director of Examinations, Southern Regional Examinations Board, 100 Victoria Road, London. Tel: London 25511. Closing date: 15.7.83.

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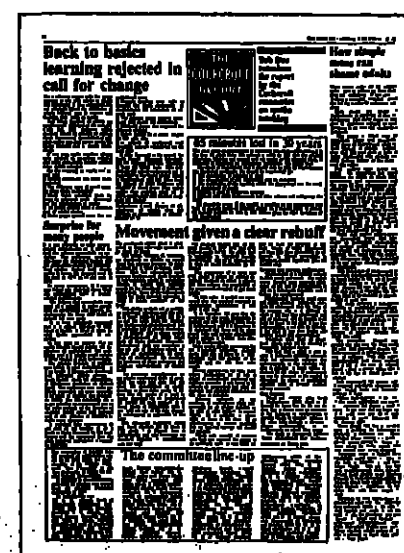
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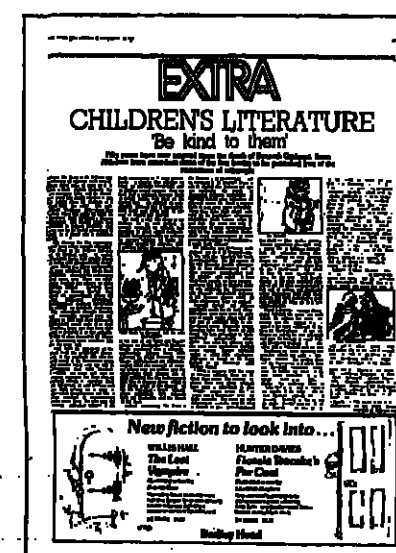
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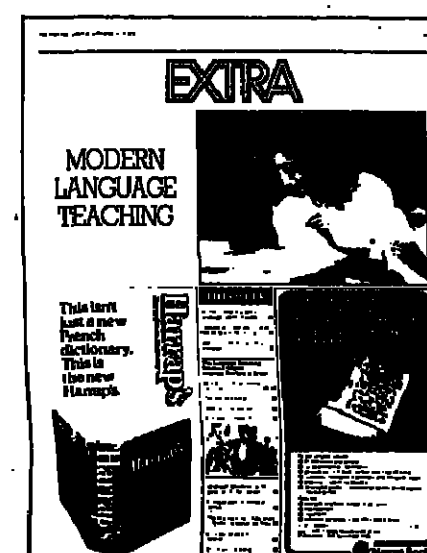
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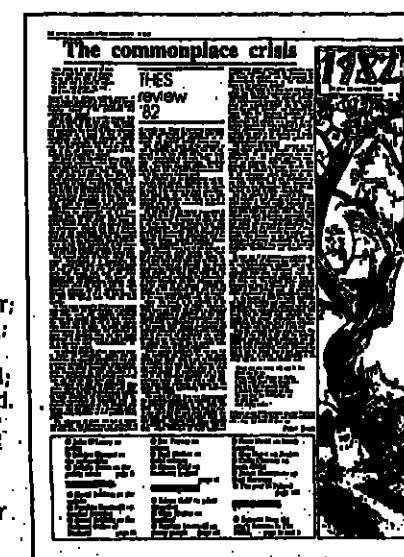
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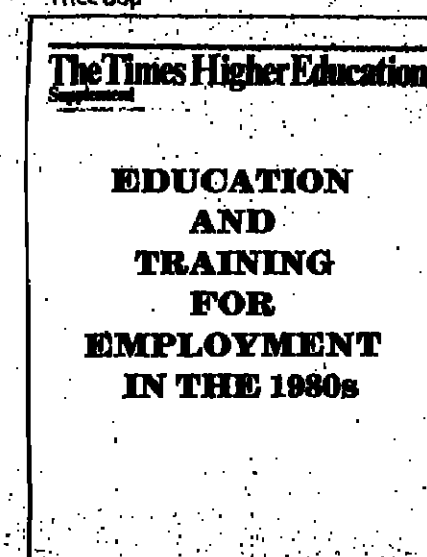
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